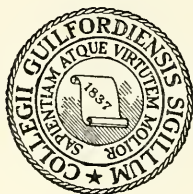


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APRIL, 1926

No. 1

Guilford College Bulletin



CATALOGUE NUMBER

PUBLISHED BI-MONTHLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

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July 14, 1894.

Guilford College Bulletin

CATALOGUE NUMBER

1925-1926

Published Bi-monthly by Guilford College
Guilford College, N. C.

“To be at home in all lands and all ages; to count nature a familiar acquaintance, and art an intimate friend; to gain a standard for the appreciation of other men’s work and criticism of one’s own; to carry the keys of the world’s library in one’s pocket, and feel its resources behind one in whatever the task he undertakes; to make hosts of friends among men of one’s own age who are to be leaders in all walks of life; to lose one’s self in generous enthusiasm, and co-operate with others for common ends, to learn manners from students who are gentlemen, and form character under professors who are Christians—these are the returns of a college for the best four years of one’s life.”

FOREWORD

READ THIS!

and the next page before reading the rest of catalogue.

Guilford is a **Standard "A" College** according to the principles adopted by the North Carolina College Conference in 1922.

The degree of **Bachelor of Arts** or **Bachelor of Science** is conferred on those who complete the four years of work outlined in the various departments.

There are twenty departments:

- | | |
|---|------------------------------------|
| 1 Biblical Literature and Religious Education | 11 Home Economics |
| 2 Biology | 12 Latin |
| 3 Chemistry | 13 Mathematics |
| 4 Education | 14 Philosophy |
| 5 English | 15 Physics |
| 6 French | 16 Political Science and Economics |
| 7 Geology | 17 Spanish |
| 8 German | 18 Piano Music |
| 9 Greek | 19 Vocal Music |
| 10 History | 20 Physical Culture |

It is the purpose of the managers of the institution to maintain a **college of three hundred students**, a hundred and fifty men and a hundred and fifty women, all of whom are graduates of a four-year high school. This makes enough students to carry on all the usual college activities. With this number it would be possible to preserve the **unity of the student body**. The average person can become personally acquainted with this number each year, but not with more.

It is also the purpose of the management to provide a **faculty of thirty** experienced and well trained teachers and officers—twenty-five of whom shall be teachers—to care for and train these three hundred students. We now have two hundred and ninety-eight students and twenty-seven teachers and officers, twenty-two of whom are teachers.

HOW TO READ THE CATALOGUE

In preparing this catalogue we have endeavored to present in the briefest possible manner the equipment and opportunities offered at Guilford College. We wish to eliminate all unnecessary material and to present in a clear outline the many interesting activities of the energetic life of the college.

1. First of all we give the dates of some of the most important events of the year: **Calendar, page 5**
2. Next to this, will be found the names and organization of the men and women who have charge of the college: **Personnel, pages 6-13**
3. The history and purpose of the institution, together with the equipment in buildings, books and apparatus, make a third chapter to our story: The history covers a period of four generations, and the policy and equipment have grown out of the labors of these generations: **History, Policy, Equipment, pages 14-27**
4. The fourth chapter deals with the preparation required of those who wish to join the student body:
Requirements for Admission, pages 28-30
5. Some of the plans for the grouping of students for their work and for reporting this work are given under: **Rules Regarding Classification and Grading, pages 31-32**
6. What one must do in order to be entitled to the bachelor's degree is presented under:
Requirements for Graduation, pages 33-35
7. The departments into which the class-work is divided and the various courses given by each department are presented in detail:
Departments of Instruction, pages 36-87
8. The student activities outside of classroom work are carried on by various organizations:
College Organizations, pages 88-96
9. Various Scholarships, Prizes and Honors are awarded each year. These are listed and those receiving them in 1924-1925 are given under:
Scholarships, Prizes, and Honors, pages 97-102
10. A few of the disciplinary requirements are described:
Discipline, pages 103-104
11. The charges and a general discussion of the expenses at the college will be found under the heading:
Expenses, pages 105-110
12. Some instructions for the benefit of new students should be read by those who are planning to come to the college for the first time:
General Information, pages 111-112
13. A list of Students attending the college in 1925-1926 is given on:
Pages 113-121

1926

September 10th	Registration of Freshmen
September 14th,	Registration of Sophomores, Juniors, Seniors
September 15th	Class Work Begins
October 9th	Examinations for Removing Conditions
November 16th	First Quarter Ends
November 25th	Thanksgiving Recess
December 4th	Zatasian Oratorical Contest
December 21st, 11:30 a. m.	Christmas Recess Begins

January 4th, 1:15 p. m.	Recitations Resumed
January 24th to 29th	Mid-year Examinations
January 31st	Second Term Begins
March 5th	Websterian Oratorical Contest
March 12th	Examinations for Removing Conditions
April 2nd	Third Quarter Ends
April 9th	Philomathean Oratorical Contest
April 14th, 11:30 a. m., to April 20th, 1:15 p. m.,	Easter Recess
May 21st	Henry Clay Oratorical Contest
May 30th to June 4th	Final Examinations
June 5th	Baccalaureate Service
	Sermon Before the Christian Associations
June 6th	Senior Class Day
	Annual Meeting of the Alumni Association
June 7th	Commencement Day
	Conferring of Degrees
	Commencement Address

BOARD OF TRUSTEES

	<i>Term Expires</i>
Zeno Dixon, Elkin, N. C.	1926
David White, Greensboro, N. C.	1926
D. D. Carroll, Chapel Hill, N. C.	1927
C. F. Tomlinson, High Point, N. C.	1927
Joseph D. Cox, High Point, N. C.	1928
Paul C. Lindley, Pomona, N. C.	1928
H. A. White, High Point, N. C.	1929
D. R. Parker, High Point, N. C.	1929
J. Elwood Cox, High Point, N. C.	1930
Jeremiah S. Cox, Greensboro, N. C.	1930
C. P. Frazier, Greensboro, N. C.	1931
W. E. Blair, Greensboro, N. C.	1931

ADVISORY COMMITTEE

	<i>Term Expires</i>
Helen T. Binford	1926
Notre Johnson	1926
Emma G. King	1926
Mary M. Petty	1927
Gertrude W. Mendenhall	1927
Bertha E. Cox	1927
Mary D. Cox	1928
Hettie Hollowell	1928
Sarah C. M. Sampson	1928

GIRLS' AID COMMITTEE

IN CHARGE OF NEW GARDEN HALL

Helen T. Binford	Guilford College, N. C.
Margaret Kerner	Greensboro, N. C.
Laura Hodgkin	Greensboro, N. C.
Ada Blair	High Point, N. C.
Sarah Haworth	Burlington, N. C.
May R. Cox	High Point, N. C.
Ida E. Millis	Guilford College, N. C.

HONORARY MEMBERS

Mary M. Hobbs	Guilford College, N. C.
Adelaide E. White	Guilford College, N. C.

STANDING COMMITTEES OF THE TRUSTEES

Officers and Faculty—D. D. Carroll, Joseph D. Cox, C. F. Tomlinson.

Literary Department—Dudley D. Carroll, C. F. Tomlinson, Zeno H. Dixon.

Boarding Department—C. P. Frazier, Zeno H. Dixon, W. E. Blair.

Buildings and Grounds—D. Ralph Parker, H. A. White, Paul Lindley.

Water, Lights and Heat—H. A. White, J. S. Cox, D. Ralph Parker.

Farm—Paul C. Lindley, W. E. Blair.

Endowment Fund—J. Elwood Cox, David White.

Auditing and Finance—J. S. Cox, D. D. Carroll.

Committee to Confer with Committee from Yearly Meeting—J. S. Cox, C. P. Frazier.

FACULTY

RAYMOND BINFORD, S. M., PH. D.

BIOLOGY

- B. S., Earlham College, 1901; S. M., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph. D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., summers 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., summers 1912-1917; Professor of Biology and Geology, Guilford College, 1901-1914; Professor of Zoology at Earlham College, 1914-1918; President of Guilford College, since 1918.

LEWIS LYNDON HOBBS, A. M., LL. D.

LATIN

- A. B., Haverford College, 1876; A. M., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College, 1888-1915; President Emeritus, since 1915.

JAMES FRANKLIN DAVIS, A. M.

GREEK AND BIBLICAL LITERATURE

- A. B., Haverford College, 1875; A. M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philosophy, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Guilford College, since 1888.

ELWOOD CHAPPELL PERISHO, M. S., LL. D.

LECTURER AND DIRECTOR OF COLLEGE EXTENSION

- B. S., Earlham College, 1887; M. S., Earlham College, 1889; S. M., University of Chicago, 1895; Fellow University of Chicago, 1894-1895; LL. D., Earlham College, 1910; Assistant in Science, New Garden Boarding School, 1887-1888; Professor of Mathematics, Guilford College, 1888-1893; Assistant in United States Geological Survey (field work), 1894; Professor of Zoology and Physics, Wisconsin State Normal, 1895-1903; Professor of Geology, University of South Dakota, and State Geologist of South Dakota, 1903-1914; Dean of the College of Arts and Sciences, University of South Dakota, 1907-1914; President of the State College of Agriculture and Mechanical Arts, South Dakota, 1914-1919; Educational Administrator and Lecturer, U. S. Army Educational Corps, 1919-1920; Member of Faculty American Army University, Beaune, France, 1919; Lecturer, since 1920.

H. LOUISA OSBORNE, A. B.

LATIN

- A. B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, summers 1888-1895, 1902-1904-1909; Teacher Vermilion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Guilford College, since 1892.

J. WILMER PANCOAST, B. S.

MATHEMATICS

- B. S., Swarthmore College, 1901; Special Work at University of Pennsylvania, University of Cornell, University of Chicago; Instructor of Mathematics, George School, Bucks County, Pennsylvania, 1902-1918; Guilford College, since 1919.

JAMES WESTLEY WHITE

VOCAL

- Student at International School of Vocalists, Boston; Private Teachers, New York; Soloist in leading churches of Boston and New York, in festivals and tours; Director of Chorus and Choir; Instructor in Vocal Music, Guilford College, since 1919.

ROBERT S. DOAK, A. B.

MEN'S PHYSICAL DIRECTOR

- A. B., Guilford College; Coach Elon College, 1911-1915; Coach Basketball and Track, Trinity College, 1916; Coach, Guilford College, 1916-1918; Athletic Work for Y. M. C. A. with A. E. F. in France, 1919; Guilford College, since 1919.

HEDWIG HOFFMANN RUSACK, M. A.

FRENCH AND SPANISH

- B. A., University of Toronto, 1919; M. A., (French), *ibid.*, 1920; A. M. (German) Columbia University, 1921; Carl Schurz Fellow, *ibid.*, 1920-1922; Instructor, Columbia University, 1921-1922, and 1924-1925; Instructor, Hunter College, summer 1923; French and Spanish, Guilford College, 1922-1924; and since 1925.

COLETTE DE DURAS-HOFFMANN, B. ES L.

FRENCH AND SPANISH

- B. es L., Geneva University; Student at Sorbonne; Special work at University of Heidelberg, and Columbia University; Principal Anglo-French School, Toronto, 1910-1920; Instructor of Romance Languages and German, Toronto Conservatory of Music, 1915-1920; French and Italian, Rayson School, New York City, 1921-1922; Guilford College, since 1922.

MILTON CORNWELL DAVIS, A. M.

LATIN AND GERMAN

- A. B., Harvard College, 1917; A. M., Harvard University, 1918; with Friends' Mission in France, 1919-1920; Graduate Student at Harvard University, 1920-1923; Guilford College, since 1923.

MINNIE KOPF, A. B.

HOME ECONOMICS

- A. B., Cornell College, 1918; Graduate Student Columbia University, summer 1919; Graduate Student University of Chicago, 1921; Head of Home Economics Department Mt. Vernon High School, Iowa, 1918-1921; Critic Teacher in Normal High School, Postville, Iowa, 1921-1922; Head of Home Economics Department Normal Central College, 1922-1923; Guilford College, since 1923.

ALGIE INMAN NEWLIN, M. A.

HISTORY

- A. B., Guilford College, 1921; M. A., Haverford College, 1922; Graduate student Columbia University, summer 1923; Graduate student University California, summer 1924; History, Burlington High School, 1922-1923; History, Pacific College, 1923-1924; Guilford College, since 1924.

GEORGE P. WILSON, A. M.

ENGLISH

- A. B. (and certificate in English), University of North Carolina, 1913; A. M. (English), Columbia University, 1919; two years' graduate work (English and Philosophy), University of Wisconsin; Instructor in English, A. and M. College of Texas, 1913-1917; Instructor in English, Indiana University, 1917-1919; Head of English and Director of Summer School, Bessie Tift College, 1919-1920; Instructor in English, University of Wisconsin, 1920-1922; Mary Adams Fellow in English, University of Wisconsin, 1922-1923; Guilford College, since 1924.

EVA GALBREATH CAMPBELL, M. A.

BIOLOGY

- A. B., Ohio Wesleyan University, 1915; M. A., Ohio State University, 1919; Graduate Student, University of Chicago, summer, 1916; Marine Biological Laboratory, Woods Hole, Mass., summer 1922; Graduate Student, Ohio State University, summer 1924; Instructor in Biology, North Carolina College for Women, 1919-1924; Guilford College, since 1924.

HOWARD O. SMITH, A. B.

CHEMISTRY

- A. B., 1917, Simpson College at Indianola, Iowa; Graduate work at Iowa State College, 1921-1923; Teacher at Iowa State College, 1921-1923; Guilford College, since 1924.

SAMUEL L. HAWORTH, M. A.

BIBLICAL LITERATURE AND RELIGIOUS EDUCATION

Ph. B., Chattanooga University; M. A., Brown University; Graduate student Chattanooga University, 1908; Professor of Biblical Literature, Wilmington College, Wilmington, Ohio, 1908-1911; Graduate student Brown University, 1911-1913; Minister in Friends Meeting, Minneapolis, Minn., 1913-1919; High Point, N. C., 1919-1923; traveler and student in Europe, 1923-1924; Guilford College, since 1924.

D. RILEY HAWORTH, A. M.

EDUCATION

A. B., Maryville College; A. M., Maryville College; A. M., Columbia University; Superintendent of City Schools, Jonesboro, Tenn., 1905-1908, Morristown, 1908-1911, Johnson City, 1918-1924; Head of the Department of Rural Education, East Tennessee State Normal School, 1911-1918; Professor of Education, Guilford College since 1925.

GEORGE HERBERT COLE, M. S.

PHYSICS

B. S., McGill University, 1904, M. S., 1905; Special work, Yale University, 1905; Educational work, China and Japan, 1905-1917; Two years study Chinese language and literature, lecturer in science, school principalship; H. Q. Administrator Educational work, Canadian Army, in Great Britain, 1917-1918; H. Q. Administrator, Chinese Y. M. C. A., in American, French and British armies, 1918-1919; National Educational work, Y. M. C. A., China, 1920-1923; two years graduate work, science and education, Columbia University, 1923-1925; Guilford College, 1925-1926.

RUFUS C. COX, A. M.

Ph. B., Elon College, 1903; A. M., University of North Carolina, 1913; Principal of various high schools, 1903-1912; Superintendent of various schools, 1913-1925; Instructor in English, Guilford College, 1925-1926.

MARI LUISE HUTH

PIANO

A graduate of Leipzig Konservatorium, Germany, 1913; a student in Master-Classes with Xaver Scharwenka, Bruno Eisner and others; Student of pipe organ in Berlin and Munich; Assistant Organist Hamburg, Germany, 1921-1925; Head of Piano Department, Guilford College, 1925-1926.

MRS. GLENN GILDERSLEEVE, B. M.

THEORETICAL MUSIC

B. M., Nebraska Wesleyan College; Student of Theoretical work, University School of Music, Lincoln, Nebraska; Student in Piano with Edwin Hughes and Voice with Theodore Van Yox; Instructor in Piano and Voice, Nebraska Wesleyan College, five years; Instructor in Piano and Voice, University of North Carolina, summer 1924; Instructor in Theoretical Music, Guilford College, 1925-1926.

OFFICERS OF ADMINISTRATION

RAYMOND BINFORD
PRESIDENT

H. LOUISA OSBORNE
DEAN OF WOMEN

ALGIE I. NEWLIN
DEAN OF MEN

MAUD L. GAINES
TREASURER

KATHERINE C. RICKS
LIBRARIAN

N. ERA LASLEY
REGISTRAR

HENRY M. CRUTCHFIELD
BUSINESS MANAGER

SARAH E. BENBOW
MATRON

MAUDE SIMPSON
STENOGRAPHER

EMILY R. LEVERING
MATRON NEW GARDEN HALL

COMMITTEES OF THE FACULTY

Absences—H. Louisa Osborne, A. I. Newlin, Era Lasley.

Athletics, Boys—A. I. Newlin, Robert S. Doak, J. Wilmer Pancoast.

Athletics, Girls—Minnie Kopf, Maud L. Gainey, Hedwig H. Rusack.

Campus—L. L. Hobbs, Sarah E. Benbow, Eva G. Campbell.

Credentials—Era Lasley, D. R. Haworth, George P. Wilson.

Debates—A. I. Newlin, Elwood C. Perisho, George P. Wilson.

Discipline—H. Louisa Osborne, A. I. Newlin, Katharine C. Ricks, Emily R. Levering, Minnie Kopf, D. R. Haworth, G. H. Cole.

Examinations—J. Wilmer Pancoast, Milton C. Davis, Minnie Kopf.

Executive—L. L. Hobbs, H. Louisa Osborne, Katharine Ricks, Samuel L. Haworth, A. I. Newlin.

Lectures and Entertainments—Eva Campbell, Elwood C. Perisho, J. Wilmer Pancoast, Maud L. Gainey, Helen T. Binford, Collette Hoffmann, Howard O. Smith.

Library—Katharine C. Ricks, J. Franklin Davis, Era Lasley, Milton C. Davis, George P. Wilson.

Publications—Samuel L. Haworth, Era Lasley, George P. Wilson, Elwood C. Perisho.

Social—Katharine C. Ricks, H. Louisa Osborne, A. I. Newlin, Eva G. Campbell, J. W. Pancoast, Helen T. Binford, Howard O. Smith.

Student Activities—Era Lasley, H. O. Smith, George P. Wilson.

HISTORY, POLICY, EQUIPMENT

NEW GARDEN BOARDING SCHOOL

The Society of Friends was among the earliest religious bodies to organize a church in North Carolina. Their church records embrace a period of two hundred and twenty-eight years. In 1696-1698, John Archdale, an English Friend, was Governor of the Colony of North Carolina and South Carolina. George Fox, the founder of the Society of Friends, spent a short time in North Carolina in 1672, and was received with great favor by the colonial officials.

The appeal which the Friends made to each individual in meetings for worship and in all church responsibility naturally called for an educated membership — a true democracy. Accordingly we find among the Friends of our state early discussions of educational needs and a concern arose in the yearly meeting in 1830 for better schools. The eloquent Jeremiah Hubbard pleaded for this cause, and Nathan Hunt, of sacred memory, took the subject under his protecting care. His appeals in behalf of a central school aroused the interest of many Friends in other states, and notably of George Howland, of New Bedford, Mass. The decision was reached to found a boarding school of high grade to meet the needs of the young people. As a result the present Founders Hall was erected, a substantial, two-story brick building, offering accommodations to both boys and girls.



Church

Memorial
Y. M. C. A.

Library

King

Archdale

New Garden

Cox

Founders

Spencer
N.Y.

Thus was founded New Garden Boarding School, which was opened on the first day of August, 1837, there being present the first term fifty students—twenty-five boys and twenty-five girls—and it has been operated from that day forward with no interruption, even during the Civil War.

GUILFORD COLLEGE

After fifty-two years of New Garden Boarding School there was a demand for expansion and extension of the course of study. This led to the organization of Guilford College, which was chartered by the state in 1888, with authority to confer academic degrees upon the completion of a college course.

POLICY AND IDEALS

The founders of the College desired to establish an institution where a broad liberal culture might be secured with homelike surroundings and under religious influences. The history of the College has continuously demonstrated that these ideals have been attained to an unusual degree. An education which has for its sole object the increasing of the earning power of the student has no place at Guilford, for while this object is not lost sight of in the rigid mental training that is given and in the various professional courses which are offered, yet an earnest effort is made to combine with an increase in ability an increase in spiritual insight and a widening of the mental horizon.

Although Guilford College cannot properly be classed as a professional school, yet the College is abundantly prepared to give in its well equipped and up-to-date laboratories thorough scientific training for advanced professional study. The immature student gains the advantage of the intimate personal oversight of the faculty such as is possible in a small college only.

In accordance with the ideals outlined above, the course is designed to include something of every important phase of human knowledge, but the requirement is also made that one subject be studied with sufficient thoroughness to make that a life work if desired.

A good many Guilford students teach, and the excellent reputation which the graduates of the College have acquired in this work has been due to the fact that the College insists on the importance of acquiring a thorough knowledge of the subject to be taught. A sufficient number of courses in Education are offered to give the student a proper professional training and satisfy all the state requirements.

Thoroughness in all things and a serious effort to avoid all sham and pretense have characterized the policy of the College since the beginning.

RELIGIOUS EXERCISES

Although under the control of the denomination of Friends, Guilford College is non-sectarian. In accordance with the purpose of the founders, the

religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works, or by brief talks and such other exercises as seem most appropriate, special effort is made to promote a positive, healthy religious life.

All students are required to attend the regular meetings for worship held once a week.

The Y. M. C. A. and Y. W. C. A., in which nearly every student is enrolled, are very active organizations, and through their weekly prayer meetings, Bible classes, Mission Study classes, etc., exercise a helpful and uplifting influence.

LOCATION

The founders of the school were careful to select a central locality, well reputed for healthfulness of climate, and for wholesome moral and religious influences. A farm five and one-half miles west of Greensboro, in the midst of a progressive neighborhood, was chosen. The College is one mile from the railroad station, on the line from Greensboro to Winston-Salem. Here the School and College were founded in the midst of a most beautiful campus of more than thirty acres, well set in native oaks, gums and hickory trees. For eighty-nine years the institution has flourished and developed.

MATERIAL EQUIPMENT

FARM AND CAMPUS

The College property consists of two hundred and ninety acres of campus, field and woodland. The campus and athletic fields occupy about thirty acres. About half of the remainder has been cleared, most of which has been built up by a splendid system of cultivation. A fine herd of carefully selected grade Guernsey cattle is housed in a well appointed dairy barn to the east of the campus. The Dairy Farm, together with a poultry yard and truck garden, forms a source from which fresh and wholesome food for the dining room is supplied. While this equipment is not used directly for educational purposes it, nevertheless, supplies an atmosphere to the college life that helps the young men and women to maintain and often increase their interest in agricultural pursuits.

The campus with its fine old oaks is the peer of any in the state. About it in a large quadrangle are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and unusually pleasing in appearance.

FOUNDERS HALL

On entering the grounds at the "1909" gateway one sees the white pillars of Founders Hall at the end of the long vista down the drive. This is the oldest building of the group. It was erected in 1837. In 1908 it was entirely remodeled and the second and

third floors equipped as a modern dormitory for girls. On the first floor are the dining room, the halls of the Philomathean and Zatasian Literary Societies, the matron's rooms, reception rooms and office of The Guilfordian. On the second floor is an assembly room for the Young Women's Christian Association.

ARCHDALE HALL

This hall was erected in 1886, and was named in memory of the Quaker Governor, John Archdale. It is used as a dormitory and will comfortably accommodate forty-eight men.

Y. M. C. A. HALL

This hall was built in 1891 to accommodate the Young Men's Christian Association. The upper floor has been made into two handsomely equipped literary society rooms for the Websterian and Henry Clay Societies.

MEMORIAL HALL

Benjamin N. and James B. Duke, who were educated at New Garden Boarding School, gave ten thousand dollars with which to erect a hall to accommodate the Science departments and also to supply an auditorium. This building was erected in 1897, and is named Memorial Hall, in memory of their sister, Mary Elizabeth Lyon.

This building contains the offices of the President, the Dean, the Treasurer and the Business Manager, the Book Store, Postoffice, the Chemical Laboratory and Lecture Rooms, the Biological Laboratory, the Music Department, the Auditorium, and the Museum.

NEW GARDEN HALL

This building was erected in 1907 by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of the girls who desire an education, and who are willing to help themselves by doing their own work, thus lessening their expenses. The Hall has the usual conveniences of a modern home. It has rooms for fifty-two girls, besides a reception room and living rooms for the matron.

THE LIBRARY

The present library building was erected in 1919 with the aid of a donation by Andrew Carnegie. It is modern in its appointments, having a fire-proof stack room with steel shelving, and a large vault, in which are stored the early minute books of most of the Quaker Meetings in North Carolina and many other old manuscripts of great historical value. These are carefully classified and catalogued and are used extensively for historical and genealogical research.

The Library consists of ten thousand volumes, most of which have been secured in recent years and are, therefore, well adapted to modern college work. The Library is intended to be and is well fitted to be, the workshop of the College, the center of its intellectual life. This is encouraged by special instruction at the beginning of the year to all new students. In addition, a small group is admitted to the Library for a special study of the technique of the care and

administration of a library. The object of this supervised study is threefold: first, experience in the use of the Library as a background for college work; second, to help a person to determine his or her vocation; third, to give experience, which is a valued prerequisite to those who choose library science as a profession.

The reading room is well supplied with the state papers, and the best of magazines and periodicals representing general literature and the special departments.

KING HALL

The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains six classrooms, the Physics Laboratory and the laboratory for Home Economics.

COX HALL

Cox Hall is a dormitory for young men. The three center sections were built in 1912 and two new sections were added in 1917. This building will accommodate 104 students. The sections have separate entrances and are divided from each other by solid fireproof walls. On each floor of each section there are four rooms, and each group of four has its own shower bath and lavatory. There is hot and cold water in each room. In the basement is a locker room and shower baths for day students and visiting athletic teams.

THE CHURCH

The large meeting house was erected in 1912 to accommodate the sessions of the Yearly Meeting. It serves for the regular religious meetings of the College community.

THE GYMNASIUM

The Gymnasium contains an excellent basketball floor 50 x 76 feet. There are two galleries giving room for spectators at intercollegiate contests.

ATHLETIC FIELDS

The athletic equipment is large enough to enable every student in College to secure an abundance of outdoor exercise.

The Hobbs Athletic Field is a carefully graded tract of three acres, adapted to football, soccer, baseball and track. It is surrounded by a quarter-mile running track with a 100-yard straightway.

There are ten sand-clay tennis courts on the campus, giving room for all to play who desire to do so.

THE LABORATORIES

The College possesses four laboratories: Chemistry, Physics, Biology, and Domestic Science. These laboratories, comfortably situated in large, well lighted rooms, are well equipped with modern apparatus and offer excellent facilities for college work.

The various material resources outlined above have been made possible by the generosity and aid of a

large circle of friends of Guilford College, and everything has been done with a view to giving young women and young men a healthful and stimulating place at which to spend a few years in substantial educational work and training.

These equipments represent a large outlay of money and thought, and show that the management has in mind the development and maintenance of an educational center that shall stand for all that is best in physical, intellectual and moral training. These buildings and their furnishings are intended to be a solid basis for genuine and thorough educational work, and to show to students and to the public that those who are most vitally responsible for the outcome and general effect of Guilford believe nothing is too good or too expensive that is to go into the moulding of the minds and characters of the young people of our country; that these people deserve the best possible opportunity to become all they are capable of becoming, for their own sakes and for the sake of all those whose lives they will in any way affect.

THE MUSEUM

The cabinet of natural history specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned :

The collection of minerals containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray and Wyandott Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mount Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, starfishes, sea urchins, crabs, etc.

Archæological Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks,

an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of birds' eggs, numbering over 1,200 specimens. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia and Africa. The eggs of the guillemots from the Faroe Islands, and the gulls and auks of Labrador and Iceland, are perhaps the most rare. There are also eggs of more than thirty specimens of raptors from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are the most valuable.

ENDOWMENT

The encouragement to make still greater provision for the future, which has been received from a wide circle of friends and philanthropists, has led to more earnest efforts to increase the efficiency of the College by adding to the permanent funds.

In 1905, an appeal was made to Andrew Carnegie and he responded by giving \$45,000 to be used as a permanent fund. The same year Dr. D. K. Pearsons gave to the College \$25,000 as an endowment to stand for the memory of his friend, Dr. Oliver Woodson Nixon, of Chicago, who was a native of Guilford County, North Carolina. The same year, also, Benja-

min N. and James B. Duke gave \$15,000 to the endowment, making their total donations to Guilford \$25,000. Among the benefactors is Samuel Hill, who gave \$5,000 in memory of his father, Nathan B. Hill, and \$6,000 subsequently for improvement in buildings and grounds. Dr. Alfred H. Lindley, of Minneapolis, created a fund of \$5,000 to the memory of his daughter, Ella Lindley. In 1904-1905 a fund of \$12,000 was established to the memory of Harriet Green, an English Friend who labored much in the Gospel among the Friends of America. The Francis White Fund of \$5,000 is in memory of Francis White who, in his lifetime, gave assistance and great encouragement to the work of education in North Carolina.

The Jonathan E. Cox Fund of \$5,000 was established by his son, J. Elwood Cox—endowment.

The Marvin Hardin Fund of \$1,573 was established in memory of Marvin Hardin by the Class of 1904—a scholarship fund.

The William Johnson Fund of \$1,500—a scholarship fund.

The Richardson Fund of \$2,758, by will of Joseph S. Richardson—a scholarship fund.

The Fowell B. Hill Fund of \$1,000, by will of Fowell B. Hill—endowment.

The Ezra Murray Meader Fund of \$500, by will of Elizabeth Meader White—for mathematical department.

The Francis T. King Fund of \$5,000, by will of Francis T. King—for care of buildings and campus.

The Wells Fund of \$1,000—scholarship fund.

The Doctor Dicia Baker Fund of \$7,540, by will of Dr. Dicia Baker—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Susanna Osborne Memorial Fund of \$500—for Girls' Aid Committee of North Carolina Yearly Meeting.

The John B. Griffin Fund of \$1,250—a scholarship fund for girls.

The Joseph J. Cox Memorial Fund of \$3,500—for the Biblical Department.

The Rufus and Lydia White Memorial Fund of \$1,000—endowment.

The George W. White Memorial Fund of \$1,000—endowment.

A fund of \$1,000 for ministerial students or those preparing for Christian work, established by Elwood Cox.

The Richard L. and Hettie Overman Hollowell Fund of \$10,000.

The total sum of permanent funds—those named above, and others—is \$500,000.00. The plant and endowment are estimated to be worth \$840,000.00

In the fall of 1922 the Trustees of the college made plans to increase the endowment to an amount large enough to supply an income that will meet the minimum cost of operating the college. During the years of 1923-1924 subscriptions to the fund were secured. The last payments on these subscriptions fall due on May the first. When these are all collected several new funds will be added to the list given above. They will be published in a later bulletin.

REQUIREMENTS FOR ADMISSION

Graduation from an accredited high school or the equivalent.

Candidates for admission to the Freshman Class must have completed a course in an accredited high school, or they must have done work equivalent thereto.

Applicants will be admitted without examination upon the presentation of a certificate of graduation from an accredited high school, provided the certificate shows that the subjects required for entrance have been taken in high school. (See below subjects required for entrance.)

Applicants who are not graduates of an accredited high school must present a record that shows the completion of the subjects required for entrances and a certificate showing that the college entrance examination has been passed.

SUBJECTS REQUIRED FOR ENTRANCE

Entrance certificates must show the completion of the following units in order to secure Freshman standing:

English	3	units
Algebra	1½	units
Plane Geometry	1	unit
Foreign Languages	2	units
History	1	unit
Electives	6½	units

ELECTIVE SUBJECTS

The electives must be selected from the following subjects:

Subjects	Maximum Units
English	4
Social Science, including History and Civics	5
Mathematics, Algebra, Plane and Solid Geometry and Trigonometry	4
Greek	3
Latin	4.7
French	3
German	3
Spanish	2
Physiography	1 or .5
General Science	1 or .5
Biology	1 or .5
Botany	1 or .5
Zoology	1 or .5
Physiology	1 or .5
Chemistry	1 or .5
Physics	1 or .5
Drawing	1
Vocational Subjects	
Commercial Geography5
Agriculture	2
Manual Training	2
Home Economics	2
Stenography	1
Commercial Arithmetic	1
Bookkeeping	1
Bible	2
Music	2
Expression5

A high school course taken five periods a week for one school year is valued at one unit.

Not less than two units will be accepted in any one language, unless presented as an elective.

Students who intend to major in the departments leading to the degree of Bachelor of Arts should present four units of Latin for entrance, and must present two, except those majoring in the department of History, who may present French or German.

Students who intend to major in Mathematics, or some one of the sciences, and receive the degree of Bachelor of Science should, if possible, present French or German for entrance.

The amount of credit given for work in Natural History, General Science, Physics or Chemistry will depend upon the laboratory work done in connection with the course as shown by a laboratory notebook, which the applicant must submit in order to receive credit amounting to more than one-half of a unit.

The entrance credit allowed for vocational work will depend upon the nature of the work done and upon the notebooks or other records which the student may submit.

One unit in Biblical Literature is accepted from Sunday schools which comply with the standards set by the Council of Church Boards of Education.

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a record of full entrance credits.

RULES REGARDING CLASSIFICATION AND GRADING

SPECIAL STUDENTS

Persons of mature age, who are not candidates for a degree, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared.

REGULATIONS REGARDING RE-EXAMINATIONS

Opportunities for the removal of First Term conditions will be given in March and in October.

Opportunities for the removal of Second Term conditions will be given in October and in January.

Conditions should be removed at the first regular re-examination period after failure; if not then removed, a fee of two dollars must be paid in order to secure a second opportunity to take the examination. A student who, after two opportunities, has failed to remove a condition must repeat the course, in order to secure a passing grade, the repeated course taking precedence over all other courses.

A student in applying for a re-examination must inform the Registrar at least two weeks before the date of examination.

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole of the previous term. The grades attained are indicated by the letters A, B, C, D, and E. A indicates a grade from 91 to 100; B from 81 to 90; C from 70 to 80; D from 50 to 69; and E below 50. The numerical grades do not appear on the reports. A D grade for the term's work indicates a failure, with the privilege of passing the course by re-examination. An E grade for the term indicates that the course must be repeated.

All serious breaches of discipline, including all unexcused absences from classes, will be recorded on the reports.

CHANGING CLASSIFICATION

No student shall be allowed to change his classification without the consent of the Registrar and the heads of the departments concerned. Only under very exceptional circumstances will such changes be allowed later than two weeks after matriculation.

REQUIREMENTS FOR GRADUATION

The course of study includes both required and elective subjects, so combined that the student may specialize in one field and at the same time acquire that general culture and breadth of knowledge which comes from a variety of studies.

The courses are valued by the credit hour, which is equivalent to one recitation a week for a half year of eighteen weeks. To obtain a degree a student will be required to complete a minimum of 124 credit hours and make an average grade of 75 per cent.

The last half year of the work required for a bachelor's degree from Guilford College must be done in residence. In the application of this rule twelve semester hours is considered one half year's work.

The following outline will indicate what subjects are required and what are elective and also show the amount and nature of the class work required for graduation:

COURSE OF STUDY

FRESHMAN YEAR

FOR A. B. DEGREE		FOR B. S. DEGREE	
English I	6	English I	6
Mathematics	6	Mathematics	6
Choose two of the following:		German or French	6
French	}	Chemistry I	8
German		Man and Nature	6
Greek			
Latin			
Spanish			
History I or II	}		
Man and Nature			
	6		

SOPHOMORE YEAR

English II	6	English II	6
History I or II	6	History I or II	6
Language pursued in		German or French	6
Freshman year	6	Biology I	8
Chemistry I or Physics I	8	Electives	6
Electives	6		

JUNIOR YEAR

Biology I	8	German or French	6
Psychology	3	Psychology	3
Foreign Language	6	Electives	21
Electives	15		

SENIOR YEAR

Biblical Literature	6	Biblical Literature	6
Electives	24	Electives	24

RULES GOVERNING ELECTIVES

In choosing electives the student must take at least 24 hours' work in one subject known as the major subject. There are twelve departments from which one may choose a major. The requirements for each major and the accompanying minors are stated at the beginning of the description of each department in which a major is offered.

Candidates for the A. B. degree must select their majors from the departments of Biblical Literature, English, French, German, Greek, History or Latin. Candidates for the degree of B. S. must select their majors from the departments of Biology, Chemistry, Home Economics, Mathematics or Physics. For the A. B. degree a student must elect two years of either French or German or Spanish, and no one may be graduated with less than three years of foreign lan-

guage. For the B.S. degree a student must have had Course I or an equivalent in French and German and Course II in either of the languages.

A student who offers only two years of foreign language for entrance will be required to take four years of college work in foreign language before graduation.

Students must continue the Modern Language they offer for entrance, except students who have had four years of a Modern Language in high school and those entering the B. S. course who offer Spanish.

Only those who are planning to take a major in the Department of History are allowed to elect history in the Freshman year.

No student shall be admitted to a third year of work in any subject without the consent of the head of the department.

THESIS

A dissertation on some scientific or literary subject is required of all Seniors. The subject must be related to a department in which the student has done eighteen hours' work.

PHYSICAL EDUCATION

Regular physical exercise is required of all students. One hundred hours is the minimum required for one year. The amount of Physical Culture that is taken and reported is entered on the student's college record and thereby becomes a part of any statement of the work completed by the student.

DEPARTMENTS OF INSTRUCTION

For the year 1926-1927 the work will be grouped under eight departments.

1. RELIGIOUS EDUCATION AND PHILOSOPHY. This department will include Biblical Literature, Religious Education, Psychology, and Philosophy.

2. BIOLOGICAL SCIENCES. This department will include Biology, Geology and Home Economics.

3. PHYSICAL SCIENCES. This department will include Chemistry and Physics.

4. EDUCATION.

5. ENGLISH.

6. FOREIGN LANGUAGES. This department will include French German, Spanish, Latin and Greek.

7. SOCIAL SCIENCES. This department will include History, Economics, Business, and Sociology.

8. MATHEMATICS.

In addition to the above, work in Music and Physical Culture will be offered.

BIBLICAL LITERATURE AND RELIGIOUS EDUCATION

Guilford College is able to meet the needs of those who wish to prepare themselves for the Christian Ministry, but who do not expect to take a course at a Theological Seminary. The fundamentals are taught in a thoroughly scholarly, yet reverent way, and the

various courses in this department are designed to thoroughly equip young men and women for various kinds of Christian service.

Students planning to go to a Theological Seminary will find that Guilford College is prepared to give them the necessary foundation for such studies.

A major in this department consists of 24 hours' work selected from the courses described below.

Six hours in English III, IV, V, or VI are required, and two years of an ancient language.

Students majoring in this department should elect courses in Philosophy.

Iab. Credit hours 6.

BIBLICAL LITERATURE.—The work in Biblical Literature consists of a survey of Hebrew and Jewish history, with special studies in the prophetic writings during the Fall term. The Spring term is devoted to the study of the four Gospels. Three hours a week. One year. Required of all students in their Junior or Senior year.

IIa. Credit hours 3.

THE HEBREW PROPHETS.—This course is designed to give the student an introduction to the personalities, methods and accomplishments of the Hebrew prophets. Commencing with the Book of Judges, the development of Monotheism and Judaism is traced until the Restoration. The prophet is shown to be a man of his own age as well as a man of God. The historical situation is determined when possible and

the permanent spiritual message is examined. Text-book, lectures and reports. Three hours a week. First half year.

IIIb. Credit hours 3

LIFE OF CHRIST.—A reverent, scholarly examination of the Life of Christ. Goodspeed's Harmony of the Gospels is used. Open to all students of college standing. Three hours a week. Second half year.

IVa. Credit hours 3.

LIFE OF PAUL.—In this course the preparation, conversion and travels of the great Apostle Paul are carefully studied, and an attempt is made to determine his unique contributions to the development of Christian thought and the Christian church. Lectures, assigned readings and reports. First half year.

Vb. Credit hours 3.

THE HISTORY OF THE CHRISTIAN CHURCH.—This course takes up in turn the epochs of the Christian Church from the close of the Apostolic period down to the end of the seventeenth century. Various historic interpretations of Christianity are studied in detail, including particularly the Greek, Latin, Lutheran and Quaker conceptions. Second half year.

GREEK NEW TESTAMENT.—This course is given to second and third year Greek students as part of the regular courses in Greek. Translation and explana-

tion of the Greek text of selected readings from the New Testament. Four hours per week. Second half year.

VIab. Credit hours 6.

RELIGIOUS EDUCATION.—This course takes up the principles and methods of teaching religion, including a study of child nature, the aims of religious education and the material to be used in such instruction. A study will be made of the story and its presentation with practice work in the class.

In the second semester the organization and administration of religious education in the Sunday School and other institutions, including the graduation and management of pupils and the training and supervision of teachers, will be studied.

VIIa. Credit hours 3.

RURAL EDUCATION.—A study will be made of the conditions that confront the rural communities. The study will face the moral, religious, social and educational problems of rural and village life. As far as possible the conditions prevailing in North Carolina will form the basis for the study, and all through the course the point of view will be that of the churchman. Three hours, first semester.

VIIb. Credit hours 3.

HISTORY OF QUAKERISM.—This course deals with the history of the Society of Friends from the time of George Fox up to the present. Attention will be

given to the conditions in England and America previous to the time of Fox. The various periods of Quaker history will be studied, including the founding of Pennsylvania, the migrations west, the separations, and the modern tendencies. Three hours, second semester.

VIIIa. Credit hours 3.

THE PASTOR AND HIS WORK.—This course will include a study of the organization of the church for work in the community from the pastor's point of view. A large section of the course will be a study of the sermon and its construction. Practice work will be required in the classroom. Three hours, first semester.

VIIIb. Credit hours 3.

FOREIGN MISSIONS.—This course includes a study of the religions, history of Christian Missions, missionary methods and biography of the different fields as they are presented. The course will consist of required reading, lectures and reports. Three hours, second semester.

BIOLOGY

The department of Biology, with which has been incorporated the Museum of Natural History, occupies a well lighted room on the first floor of Memorial Hall and shares with the department of Chemistry a large lecture room in the same building. This lecture room is provided with a projection lantern and dem-

onstration equipment. The laboratory, 30 x 60 feet, is well equipped for all the courses offered. The working tables provide for twenty students at one time, each student furnished with locker facilities, abundant working room, and proper light for microscopic work and dissection.

The equipment consists of simple and compound microscopes, materials and apparatus for both elementary and advanced work in histology, anatomy, cytology and embryology; of collecting apparatus and small aquaria and of a large teaching collection of biological specimens. This collection embraces a wide series of geological specimens, minerals, formations and fossils; an excellent collection of mounted bird skins and smaller collections of mammals, reptiles, amphibians, and invertebrates, besides a number of anatomical preparations and a large series of prepared microscopic slides of plant and animal tissues.

A major in Biology shall consist of course *Iab* and at least sixteen hours selected from the other courses offered below.

Students majoring in this department must take Chemistry I and should also take Organic Chemistry.

Iab. Credit hours 8.

GENERAL BIOLOGY consists of a study of the general facts, processes and laws that govern the existence of living things. Both plants and animals will be studied. Their structure will be observed, their life-history worked out and the life-processes learned. One finds in this course those fundamental facts

which make it possible to understand one's own body. The principles of organization and co-operation are also discussed. Three lectures and six laboratory periods a week throughout the year.

IIab. Credit hours 6.

VERTEBRATE ZOOLOGY AND COMPARATIVE ANATOMY.—In this course the structure of the different types of vertebrate animals will be studied and their origin and relationships discussed. Six periods a week will be devoted to lectures and laboratory work throughout the year.

IIIa. Credit hours 3.

HEREDITY AND EVOLUTION.—Lectures and assigned readings on the subject of inheritance and the question of improving a race. This leads into the consideration of the evolutionary theory. Three lectures a week during the fall term.

IIIb. Credit hours 3.

GENERAL EMBRYOLOGY.—The development of the vertebrate animal from the egg to the adult form is followed, the chick being used as the chief example for observation. Six periods a week will be devoted to lectures and laboratory work during the spring term.

IVab. Credit hours 6.

ADVANCED BIOLOGY.—Courses in morphology or physiology of plants or in cytology, histology or

physiology will be offered according to the wishes of students who are prepared to take them. Three hours a week throughout the year.

Vb. Credit hours 3.

CONQUEST OF DISEASE WITH LABORATORY WORK IN BACTERIOLOGY.—A study of some of the common prevalent diseases, with special emphasis upon prophylaxis, anaphylaxis and preventive medicine. A study of some of the more common non-pathogenic bacteria, which are illustrative of the various types, is taken up in the laboratory. The process of fermentation, sterilization and the various industrial applications of bacteria and bacterial products are taken up both in laboratory and class. Three lectures or six hours of work in the laboratory are required. First half year.

VIa. Credit hours 3.

PHYSIOLOGY OF THE HUMAN BODY.—A study of the physiological processes of the human body will be made. Six periods a week will be devoted to lecture and laboratory work during the spring term.

CHEMISTRY

The Chemistry Department is located in three large rooms and a smaller advanced laboratory in Memorial Hall, the whole furnishing satisfactory laboratory facilities for eighty students. The laboratories are supplied with water, gas, light, electricity

and compressed air and a stock of standard equipment necessary for efficient laboratory procedure. An exhibit of various commercial chemical products and raw materials has been started and is making an attractive addition to the department. Current issues of chemical journals and a large representative collection of books on Chemistry make a valuable working reference library.

The courses of study have been arranged to satisfy the requirements for admission to medical schools and also to furnish adequate training for entering industrial chemistry or for further pursuance of chemistry in the graduate schools of the universities.

A major in Chemistry shall consist of the following courses: I, II, III, IV. A student pursuing this major must begin Chemistry in his Freshman year. He is required to take Physics I and is strongly advised to take Chemistry V and courses in French, German and advanced Mathematics.

Iab. Credit hours 8.

GENERAL CHEMISTRY.—This course consists of a thorough study of the more important elements and their compounds and the laws which govern them. It is designed to be of general educational value and to give at the same time an accurate knowledge of elementary Chemistry and the methods of scientific study. Required Freshman year of all students electing the Chemistry, Physics and Mathematics, Biology and Home Economics Groups. No credit will

be given for a half year's work in this course. Two recitations and two laboratory periods of three hours each.

IIab. Credit hours 6.

QUALITATIVE ANALYSIS.—This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys and minerals. One lecture and six laboratory hours each week. Prerequisite, Chemistry I. Not offered 1926-1927.

Text.—A. A. Noyes, Qualitative Chemical Analysis.

IIIb. Credit hours 3.

QUANTITATIVE ANALYSIS.—A brief study of the methods used in Gravimetric, Volumetric and Electro-Analysis and the analysis of substances by the above methods. The course is planned for pre-medical students, but all students majoring in Chemistry are required to take it. Lectures, laboratory and stoichiometric exercises. Prerequisite, Chemistry I and II. Second term. Not offered 1926-1927.

IVab. Credit hours 8.

ORGANIC CHEMISTRY.—This course consists of a study of the principal compounds of carbon and their derivatives. There will be two lectures or recitations and two laboratory periods of three hours per week. This course is required of all students majoring in Chemistry and will be essential to students of medicine.

Va. Credit hours 3.

ADVANCED QUANTITATIVE CHEMISTRY.—This is a continuation of Course III, and consists of the analysis of minerals, gas, iron, steel and alloys. Laboratory and lectures. First half year.

Vb. Credit hours 3.

CHEMISTRY SEMINAR.—Arranged primarily for students majoring in Chemistry. The work consists of solving some simple research problem. Lectures, laboratory and outside reading. Second half year.

VIa. Credit hours 3.

CHEMISTRY OF FOOD AND NUTRITION.—This course comprises a study of the organic and inorganic food-stuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials, are taken up. Lectures, laboratory work and outside reading. Prerequisite, Chemistry I. Three hours. Second half year.

Each student is required to purchase a breakage ticket, costing \$5.00, at the time of registration. The actual cost of materials broken is punched on this ticket, and the balance refunded at the end of the term.

EDUCATION

It is the purpose of this department to offer courses that will meet with the approval of the State Department of Education and that will warrant the issuance of an "A" grade high school teacher's certificate. Students desiring to obtain this certificate should plan their work with a view to taking eighteen hours of professional subjects.

Ia. Credit hours 3.

PRINCIPLES OF SECONDARY EDUCATION.—This course covers a brief survey of the educational theories of the past in order to throw light on our present day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school and how these demands are found imbedded in our present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with a careful consideration of some of the applications of modern educational theory and practice.

IIb. Credit hours 3.

CLASS ROOM MANAGEMENT.—While this course is intended primarily for those who plan to make high school teaching a profession, its application may be adapted to elementary school work to advantage. It includes a preliminary study of the nature of high school pupils, the qualifications of teachers and the

practical problems and methods of classroom organization and control.

IIIa. Credit hours 3.

EDUCATIONAL PSYCHOLOGY.—The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, and such psychological problems as concern the teacher, will receive attention.

IVb. Credit hours 3.

HIGH SCHOOL METHODS.—After a preliminary survey of the psychology of high school subjects the practical problems of teaching these subjects are covered in considerable detail. The aim of this course is two-fold: first, to give the student a knowledge of the nature of high school subject matter; second, to give him a working knowledge of the methods of high school instruction.

Va. Credit hours 3.

HISTORY OF EDUCATION.—This course deals with the evolution of educational principles and practices. While a general survey of early European educational development is undertaken, the chief emphasis is placed on the last two centuries. A comprehensive review of the educational movements of this period

is undertaken, in order that the student may be made conscious that present tendencies in education are the outgrowth of the reform conceptions of early modern times.

VIb. Credit hours 3.

SCHOOL ADMINISTRATION.—This course is designed primarily to meet the needs of those students who plan to become high school principals or supervisors, though the course should be of advantage to any one wishing to familiarize himself with the general problems of school administration. Emphasis will be placed upon the problems of county and city organization, school finances, relation of state to schools, relation of boards of education to the community, relation of superintendent and principal, etc.

VIIa. Credit hours 3.

PRINCIPLES OF EDUCATION (For elementary teachers).—This course is designed to meet the demand for an introductory survey of the general principles that underlie good teaching. It aims to familiarize the student with the various types of learning and the principles essential to effective class instruction.

VIIIb. Credit hours 3.

ELEMENTARY SCHOOL METHODS.—This is a continuation of course VIIa, dealing more specifically with methods of teaching the various elementary school subjects. Emphasis is placed on the selection, organization and presentation of the subject matter of the

grades. The problem-project method, various lesson types, lesson plans, etc., are given consideration.

IXab. Credit hours 1. (On state certificate 3.)

OBSERVATION AND PRACTICE TEACHING.—Open to all seniors who are to apply for an “A” grade certificate upon graduation. Ample opportunity is offered students to become acquainted with the real teaching problem under the supervision of skilled teachers.

Xa. Credit hours 3.

EDUCATIONAL SOCIOLOGY. (See course outlined under Sociology.)—The general course in Sociology is required, together with a special survey of some good text in Educational Sociology.

XIb. Credit hours 3.

SPECIAL METHODS IN HOME ECONOMICS.—(See course outlined in Department of Home Economics.)

XIIb. Credit hours 3.

THE TEACHING OF HIGH SCHOOL ENGLISH.—Intended for students wishing to specialize in the teaching of high school English.

XIIIb. Credit hours 3.

THE TEACHING OF HIGH SCHOOL MATHEMATICS.—(See Mathematics IXb for full description of course). Intended for students wishing to specialize in the teaching of Mathematics.

ENGLISH

Students majoring in English are required to offer a minimum of twenty-four hours in this subject. Twelve of these credits must be Courses *Iab* and *IIab*. Majors must also take the following courses in other departments: History *IIab*, Sociology, Latin *Ia*, *IIb*, and *IIIab*; or Latin *Ia*, *IIIa*, and *Xb*. English *Iab* and *IIab* are prerequisites for all advanced courses.

Iab. Credit hours 6.

RHETORIC AND COMPOSITION.—A study of the principles of correct usage and structure. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, reports. Three hours a week throughout the year.

IIa. Credit hours 3.

SURVEY OF ENGLISH LITERATURE.—Reading in prose and poetry from Chaucer through the eighteenth century, and a study of the literary history of the times concerned. Lectures, discussions, readings, reports. Prerequisite, English *Iab*. Three hours a week, first semester.

IIb. Credit hours 3.

SURVEY OF ENGLISH LITERATURE.—A continuation of *IIa*. The chief poets and prose writers of the Romantic and Victorian periods. Prerequisite, English *Iab*. Three hours a week, second semester.

IIIb. Credit hours 3.

AMERICAN LITERATURE.—A survey course in prose and poetry from the Colonial Period to the present. Class readings and collateral readings. Lectures, discussions, and reports. Three hours a week, second semester. (Not offered 1926-1927.)

IVa. Credit hours 3.

THE ROMANTIC MOVEMENT.—The poetry of Wordsworth, Byron, Shelley, and Keats. Lectures, discussions, and readings on the lives and works of the writers, and aspects of the Romantic movement. Three hours a week, first semester.

IVb. Credit hours 3.

TENNYSON AND BROWNING.—A close study of the two writers. Lectures, discussions, readings, and reports. Three hours a week, second semester.

Va. Credit hours 3.

NINETEENTH CENTURY PROSE WRITERS.—This course might be termed "Nineteenth Century Thought" since it will center upon the literary men who wrote and lectured upon such subjects as the natural sciences, economics, philosophy, politics, religion, literature, and art. Some of the important works of Carlyle, Ruskin, Emerson, Arnold, Newman, Mill, and Huxley will be studied for thought and style. Lectures and discussions. Three hours a week, first semester. (Not offered 1926-1927.)

VIab. Credit hours 6.

SHAKESPEARE.—At the beginning of the course some attention will be devoted to a study of the growth and development of English drama and the principles governing drama. Six or seven of Shakespeare's important plays will be studied in detail in class; others will be read outside class but discussed in class. Lectures will be given on both groups. Three hours a week throughout the year. (Not offered 1926-1927.)

VIIa. Credit hours 3.

PRACTICAL WRITING.—Articles and short stories of the contributors to our best present-day magazines will be analyzed. Students will be required to write essays and stories with these magazine productions as models. Lectures, discussions, and readings. Three hours, first semester.

IXb. Credit hours 3.

ARGUMENTATION AND DEBATE.—At the beginning of the course students will be given some training in informal public speaking, in outlining and giving short talks. Then will follow a study and practice of the principles of argumentation and debating. Lectures, discussions, outlining, brief-making, class speeches and debates. Prerequisite, English Ia. Three hours a week, second semester.

Xb. Credit hours 3.

JOURNALISM.—An introductory course, dealing with the nature of the newspaper, news reporting, proof-reading, and other matters. Lectures, discussions, writing. Three hours a week, second semester. (Not offered 1926-1927.)

EXPRESSION

Work in expression is offered, for which an extra fee is charged. See page 107.

FRENCH

A major in French shall consist of courses outlined below (24 hours). A student pursuing this major must also take one of the following: Advanced English, 6 hours; Latin, 14 hours; German or Spanish, 12 hours; History, 12 hours; courses from the Political Science department, 9 hours.

Iab. Credit hours 6. Beginners' course.

Text.—New Fraser and Squair Complete French Grammar; E. B. de Sauze, Contes Gais, Daudet, Trois Contes Choisis. Three hours per week.

IIab. Credit hours 6.

Prerequisite Course I. Careful study of grammar; reading; translation; conversation; supplementary reading. Elementary course in French History of Literature.

Text.—Carnahan's Short French Review Grammar; Lavissee, Histoire de France, Cours Moyen;

M. Clavel, *Terres et Gens de France*; Hugo, *Les Misérables* (Scribner's). Strachey, *Landmarks in French Literature*. Three hours per week.

III*ab*. Credit hours 6.

Prerequisite Course II. Advanced course in reading, composition, conversation; phonetics; supplementary reading. Survey Course in French History of Literature.

Texts.—Firmin Roz, *Vue Générale de la Littérature Française*; A. G. Latham, *Oxford Treasury of French Literature*; Harper's *French Anthology*; Lavissee, *Histoire de France*. Three hours per week.

IV*ab*. Credit hours 6.

A brief survey of early French Literature and study of seventeenth century literature with special emphasis on the great classics, illustrated by the reading of texts, from which the following are prescribed for critical study: French Verse of the XVIth Century (ed. Wright); Bossuet, *Oraison Funèbre de Louis de Bourbon*; La Bruyère, *Caractères (de la Cour)*; Corneille, *Le Cid*; Racine, *Andromaque*; Molière, *Le Bourgeois Gentilhomme*; *l'Avare*; *Le Misanthrope*; Boileau, *L'Art Poétique*; La Fontaine, *Fables*. Three hours per week.

V*ab*. Credit hours 6.

Study of eighteenth century literature illustrated by texts from which the following are prescribed for critical study: Lesage, *Turcaret*; Marivaux, *Le Jeu*

de l'Amour et du Hasard; Montesquieu, *Esprit des Lois* (Books I, II, III,); Voltaire, *Zaïre*, *Zadig*, *Prose*; Rousseau, *Pages Choisis*; Beaumarchais, *Le Mariage de Figaro*, or, *Le Barbier de Seville*; Chateaubriand, *Atala*. Three hours per week.

VIab. Credit hours 6.

Study of nineteenth century literature illustrated by texts from which the following are prescribed for critical study: Lamartine, *Oeuvres choisies*, *Poésie* (ed. René Waltz); Hugo, *Poems* (ed. Canfield); *Notre Dame de Paris* (ed. Léon Delbos); *Hernani*; Balzac, *Eugénie Grandet*, *le Curé de Tours*; Augier, *Les Effrontés*; Michelet and Guizot in *Readings from French History* (ed. Super); Leconte de Lisle, *Poèmes barbares*; Alphonse Daudet, *Fromont Jeune et Risler aîné*. Three hours per week.

VIIab. Credit hours 6.

A course in contemporary French Literature: Maupassant, France, Bourget, Margueritte, Loti, Maeterlinck, Barrès, Rostand, Rolland, Brieux, Hervieu. Three hour per week.

GEOLOGY

Iab. Credit hours 6.

A COURSE IN GENERAL GEOLOGY.—Class Room, Laboratory and Field work.

This course will include:

1. Brief study of Astronomic and Physiographic Geology.

2. Investigation of the more common minerals and rocks.

3. An understanding of the Formation, Transportation and Deposition of Sediment through the action of the Atmosphere, Wind, Water, Rivers, Glaciers and Oceans.

4. A brief study of Structural and Historical Geology.

GERMAN

Students wishing to qualify for German II must offer two units of entrance work in the language or a certificate of one year's work in a college.

A major in German shall consist of 24 credit hours of German. A student pursuing this major must also take History I and French II or their equivalent, and six hours of literature, either English or foreign, besides French II.

Iab. Credit hours 6.

Course for beginners. Pronunciation, grammar, and the reading of simple German prose and poetry; oral and written exercises and sight translation.

Text.—Joynes and Wesselhoeft, German Lesson Grammar; Müller and Wenchebach, Glück Auf; and some simple prose text. Three hours a week.

IIab. Credit hours 6.

Prerequisite, Course I. Grammar and Composition; translation and outside reading, with written

reports in German. If there is demand, the course is divided in the second semester into two sections, one to make a survey of German Literature, the other to study scientific German.

Texts.—Mezger and Mueller, *Kreuz und Quer*; Schiller, *Der Neffe als Onkel*; Stroebe and Whitney, *Geschichte de Deutschen Literatur*; Hodges, *A Course in Scientific German*; Gore, *German Science Reader*; or other intermediate texts. Three hours a week.

III*ab*. Credit hours 6.

Prerequisite, Course II. Lessing and Schiller: study of their lives and influence; extensive reading of their important works and written reports. Three hours a week.

IV*ab*. Credit hours 6.

Prerequisite, Course II. Goethe: study of his life and influence; extensive reading of his important works and written reports. Three hours a week.

V*ab*. Credit hours 6.

Prerequisite, Course III or IV. History of German Literature. Three hours a week. (Not offered 1926-1927.)

VI*a* or *b*. Credit hours 3.

Prerequisite, Course IV or V. Faust: an intensive study of Goethe's tragedy and its composition. Three hours a week. (Not offered 1926-1927.)

GREEK

A major in Greek shall consist of 24 credit hours of Greek. A student pursuing this major must also take 12 credit hours of Latin and two years' work in French or German.

Iab. Credit hours 6.

The first term in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost's Greek Primer. In the second term, two books of Xenophon's *Anabasis* are read.

IIab. Credit hours 6.

In the second year, the third book of the *Anabasis* and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's *Iliad*.

IIIab. Credit hours 6.

During the first term of the third year Plato's *Apology*, *Crito*, and Thucydides are read. The last term is given to New Testament Greek. See Department of Biblical Literature.

For students electing a fourth year in Greek additional reading matter will be furnished according to the wish and efficiency of the class.

HOME ECONOMICS

The courses in Home Economics are designed to give the students practical scientific training in the most efficient and modern methods of meeting problems which confront women in the home, or to equip

them for teaching the subject. Courses in related sciences are required in connection with the work of this department which will enable the student to become sufficiently trained in technical subjects to teach, to engage in community work, or to act as matron or housekeeper in a public or private institution. Among these courses are Chemistry IV and VI; Biology V; Physiology, Physics, Economics and Sociology.

Students desiring an "A" Grade Certificate must take all the courses listed below and all the courses in science mentioned above. Course II*b*, which is open to Seniors, is not counted in the requirement for the bachelor's degree. Thirty credit hours is the maximum amount that will be given toward a bachelor's degree in this department, and no college credit will be given for courses II*b* and X*b*.

The department has a cookery laboratory, three pantries and a sewing laboratory. Each is fully equipped, providing an opportunity for individual work on the part of each student.

I*a*. Credit hours 3.

INTERIOR DECORATION AND HOUSE PLANNING.—Study of the evolution of the house, of modern planning, furnishings and interior decoration.

II*b*. Credit hours 3.

HOME NURSING AND CHILD CARE.—Care of the sick in the home. Care and health of children will be carefully studied.

III*b*. Credit hours 3.

CLOTHING.—Instruction given in darning, patching and the fundamentals. Garments, modes of cotton, linen. Laboratory 4 hours, lecture 1 hour. Freshmen.

IV*a*. Credit hours 3.

Continuation of III*b*. More difficult designs. Made-over garments are planned and considered. Shopping in relation to textiles and income is studied. Stress on wool; silk garments. Laboratory 4 hours, lecture 1 hour. Sophomores. Prerequisite, III*b*.

V*b*. Credit hours 3.

CLOTHING.—Continuation of IV. History of costumes, clothing budget, factory systems in relation to the consumer studied. Work in millinery. Stress given to tailored garments; evening clothes. Laboratory 4 hours, lecture 1 hour. Prerequisite, III*b* and IV*a*.

VI*b*. Credit hours 3.

FOOD AND COOKERY.—This course includes the fundamental principles of preparation of foods: Source and manufacture. 2 hours laboratory, one hour lecture. Freshmen, Sophomores. Prerequisite, Chemistry I*a**b*.

VIIa. Credit hours 3.

FOOD AND COOKERY.—Continuation of VIa. Emphasis placed on nutritious dishes for a moderate cost, basing the dishes on the average American family of five. Attention given to family service and more formal service. Prerequisite, Cookery VIb, Chemistry Iab, Biology I, Physiology.

VII. Credit hours 3.

NUTRITION.—Care and study of the digestive mechanism in relation to health. Study of nutritious foods for all ages. Dietaries studied. Two hours laboratory, 2 lectures. Prerequisites, Biology I, Vb, Cookery VIb, VIIa, Chemistry Iab, Physiology. Given in 1926-1927. Juniors.

VIIIb. Credit hours 3.

DIETETICS.—A study of the digestion, assimilation and metabolism of food in the system. Emphasis on minerals and vitamins, and proper food for chronic diseases due to food. Seniors. 1 laboratory and 2 lectures. Prerequisites VIb, VIIa, Chemistry, Biology Ib, Vb.

IXa. Credit hours 3.

PRACTICE TEACHING 3 HOURS.—Methods and practice teaching in Home Economics. A study is made of methods and text-books used in high schools. Practice teaching under supervision.

Xb. Credit 3 hours.

HOUSEHOLD MANAGEMENT.—Includes applied Home Economics in the home. Sanitation and fundamental principles of budgeting is studied. A month of practical house-keeping required. Given in alternate years. Not given in 1926-1927.

LATIN

The purpose of this department is to familiarize the student first with Latin literature of the Augustan period and later with the Latin language as the vehicle of daily intercourse. Ease and accuracy in translations and a mastery of the general structure of the language are insisted upon. To accomplish this end, drills in idioms and inflections and practice in sight translations, oral and written, are frequent.

A major in Latin shall consist of four full year courses from those listed below, exclusive of Courses Aa and Ab. A student pursuing this major must also take two years of Greek.

Aa. Credit hours 5.

CICERO AND COMPOSITION.—This course embraces the four Orations against Catiline. Composition weekly. Thorough grounding in prose construction is aimed at. Oratorical style, historical and biographical setting are considered.

Ab. Credit hours 5.

VIRGIL AND COMPOSITION.—This course embraces four books of Virgil. Composition weekly. A

thorough drill in syntax is given. Poetic peculiarities and prosody are studied.

Ia. Credit hours 3.

LIVY.—This course embraces two books of Livy. Rapid reading and sight reading in easy passages are employed as tests. Points in history and syntax, together with Livy's style, are emphasized. Three hours a week. First half year. Freshman.

IIb. Credit hours 3.

TACITUS.—This course embraces the *Germania* and *Agricola*. The *Germania* is studied for its intrinsic value as history; the *Agricola* is studied as history and as a biography. The *Agricola* of Tacitus and the *Poet Archias* of Cicero are studied as masterpieces in Latin literature. Three hours a week. Second half year. Freshman.

IIIab. Credit hours 2.

PROSE COMPOSITION.—Required in Freshman year of all persons in Groups AI and AII and of all persons electing Latin I and II. One hour a week. Throughout the year.

IVa. Credit hours 3.

SELECTIONS FROM VIRGIL.—This course embraces *Georgics* I and IV, and selections from the *Æneid*. In this course it is intended to set forth the principles upon which Latin poetry is based, the hexameter being the simplest and best representative of Latin

verse. The selections are made with a view to illustrating Virgil's method of developing a National Epic for the Romans. Virgil's style and syntax are an essential part of the course. Three hours a week. Second half year.

Va. Credit hours 3.

SELECTIONS FROM OVID AND PROPERTIUS.—This course embraces selections from the Elegies of Ovid and Propertius illustrative of this department of Latin poetry. The selections from the Metamorphoses of Ovid are very valuable from the mythology which they contain treated in epic form. Three hours a week. First half year.

Vib. Credit hours 3.

HORACE.—Many of the Odes and of the Satires and Epistles, and the Ars Poetica constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Three hours a week. Second half year.

VIIa. Credit hours 3.

CICERO'S TUSCULAN DISPUTATIONS I AND SELECTIONS FROM LUCRETIUS.—This course is given as a study in Roman philosophy. Special attention is called to philosophical thought as expressed by these two authors. The technical meaning of words, and a thorough drill in syntax are emphasized. Three hours a week. First half year.

VIIIa. Credit hours 3.

ROMAN COMEDY.—This course embraces the *Captive* and *Trinummus* of Plautus, the *Phormio* and *Adelphoe* of Terence, and is intended to give the student an idea of the fundamental qualities of Roman Comedy. It is in the comedy that one finds daily life depicted, and it is in comedy that the daily speech is used—two very essential elements toward a correct understanding of the literature of a people. Occasional lectures on Roman private life will be given. Three hours a week. First half year.

IXb. Credit hours 3.

TRAGEDY.—This course embraces three Tragedies of Seneca and selections at sight from Gudeman's *Latin Literature*. Three hours a week. Second half year.

Xb. Credit hours 3.

LATIN PHILOLOGY.—This course is designed to connect the study of Latin with that of English, and will deal principally with the relation between these two languages. Bennett's *Latin Language* or some similar textbook will be used. Three hours a week. Second half year.

MATHEMATICS

The courses in Mathematics are designed to meet the needs of students desiring later to do graduate work in the best universities; to pursue scientific

courses; to teach Mathematics in the public schools. The college requirement of six hours of Mathematics for all candidates for graduation may be satisfied by passing six hours of algebra or by the course in Mathematical analysis. Students majoring in Mathematics must take algebra, solid geometry and trigonometry or mathematical analysis in the Freshman year; analytical geometry and differential calculus in the Sophomore year; solid analytical geometry and integral calculus in the Junior year; and should take differential equations and advanced calculus in the Senior year, and in order mentioned.

Ia. Credit hours 3.

COLLEGE ALGEBRA.—This course begins with a review of the ground work of elementary algebra, and includes quadratic equations, indeterminate equations, progressions, the binomial theorem for positive integral exponents and logarithms. Required of all Freshmen. Three hours. First half year.

Text.—Wells' College Algebra.

Ib. Credit hours 3.*

COLLEGE ALGEBRA.—The binomial theorem for fractional and negative exponents, permutations and combinations, determinates and introduction of the theory of equations. Required of all Freshmen. Three hours. Second half year.

Text.—Wells' College Algebra.

* Students majoring in Mathematics may take this course in the first half year by passing off course Ia by special examination upon entrance in the fall.

IIa. Credit hours 3.

SOLID GEOMETRY.—Required of students majoring in Mathematics. Three hours. First or second half year.

IIb. Credit hours 3.

TRIGONOMETRY.—Derivation of formulae with their applications; trigonometric equations; solution of right and oblique triangles; problems involving practical applications. Required of all Freshmen. Three hours. Second half year.

Text.—Granville.

IIIa. Credit hours 3.

ANALYTIC GEOMETRY.—Theory of Cartesian and Polar coordinates; the straight line; the conic sections; the general equation of the second degree. Three hours. First half year.

Text.—Smith and Gale's New Analytic Geometry.

IIIb. Credit hours 3.

DIFFERENTIAL CALCULUS.—Three hours. Second half year.

Text.—Granville.

IVa. Credit hours 3.

SOLID ANALYTIC GEOMETRY.—Three hours. First half year.

Text.—

IVb. Credit hours 3.

INTEGRAL CALCULUS.—Three hours. Second half year.

Text.—Granville.

Vab. Credit hours 6.

DIFFERENTIAL EQUATIONS.—A study of ordinary and partial differential equations, with their application to geometrical, physical and mechanical problems. Three hours. First half year.

Text.—Murray.

VIa. Credit hours 3.

TEACHING OF MATHEMATICS.—This course is designed to assist those desiring to teach Mathematics in the public schools. Three hours. First half year.

Text.—Schultze, The Teaching of Mathematics in Secondary Schools.

VIb. Credit hours 3.

ADVANCED CALCULUS.—Total and partial derivatives; theory of infinitessimals; development of series; definite integrals; approximations. Three hours. Second half year.

Text.—Osgood.

VIIb. Credit hours 3.

SURVEYING.—Numerous field problems in the use of the chain, tape, compass, transit and level. Stadia and plane table work. The use of the solar attachment. Re-surveys. Laying out and dividing land.

Profile leveling and establishing grades. Computation of areas. Correct form of note keeping. Complete survey of a farm. Careful drawings are made of all surveys. Emphasis in this course is laid on the field work. Three hours. Second half year.

VIIIa. Credit hours 3.

DESCRIPTIVE ASTRONOMY.—This course deals with the main facts of astronomy and offers an elementary explanation of the methods by which the dimensions, distances, motions, physical character, etc., of the heavenly bodies have been ascertained. Three hours. First half year.

IXab. Credit hours 6.

MATHEMATICAL ANALYSIS.—A careful study is made of some of the elementary functions and their representation. Algebraic principles and their relations to geometry are considered. Special attention is given to the linear, quadratic, cubic, trigonometric, logarithmic, and exponential functions. Also numerous applications to geometry are included in the course.

Text.—Griffin.

ORIENTATION COURSE—MAN AND NATURE

Ia. Credit hours 3.

NATURE.—The story of Man's Conquest of Nature is a very interesting one. The first semester is devoted to a review of what man has found out con-

cerning the universe and the world in which he lives. It is therefore an introduction to the various sciences.

Ib. Credit hours 3.

MAN.—The second semester consists of a study of man's efforts to know himself and to express his thoughts and emotions. It is a study of the arts and character building. It includes a study of the development of Christian character.

PHILOSOPHY

Ia. Credit hours 3.

GENERAL PSYCHOLOGY.—A survey of the main facts, principles and theories of human psychology. The course aims to present a fairly comprehensive statement of the various viewpoints of modern psychology bearing upon the fundamental phenomena of consciousness. The results of scientific experiment are emphasized as well as the more metaphysical theories based upon introspection alone.

IIb. Credit hours 3.

HISTORY OF PHILOSOPHY.—This course begins with a study of Greek Philosophy with especial attention given to Plato and concludes with an outline of modern theories of idealism. Representative thinkers in each of the main systems of philosophy are reviewed, and application is made to present day problems.

The textbooks used are: Weber, "History of Philosophy," and Royce, "The Spirit of Modern Phi-

osophy." Lectures, discussions and a thesis. Senior or Junior year. Three hours. Second half year. Offered in alternate years.

IIIb. Credit hours 3.

ETHICS.—In this course the trend of Christian ethics is considered historically, and an attempt is made to find a fundamental basis of moral conduct. The work consists of lectures and notes on assigned readings, together with textbook and a theme on some phase of ethical study. Three hours. Junior or Senior year. Second half year.

IVb. Credit hours 3.

LOGIC.—Careful attention is given in this course to definitions and explanations of the terms, and much practice in processes of reasoning. Two hours a week. Second half year.

Text.—Jevon's Lessons in Logic.

For other courses, see Department of Education.

PHYSICS

The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall. The laboratory is supplied with water, gas and electricity, the latter at 110 volts A. C. and 110 and 15 volts D. C., and contains apparatus to demonstrate the principal phenomena of physics and for measurement of forces.

A major in this subject shall consist of 24 hours' work, including *Iab* and *IIab*, selected from those listed below. A student pursuing this major is required to take advanced mathematics *IIIab* and *IVab*.

Iab. Credit hours 8.

GENERAL PHYSICS.—In this course the principles and phenomena of Physics are taken up in detail. In the laboratory special attention will be paid to accuracy of observation and measurement. Prerequisite, Plane Trigonometry. Three lectures and recitations and four hours laboratory periods each week throughout the year.

No credit will be given for less than a year's work.

Text.—Stewart, College Physics.

IIab. Credit hours 6.

ELEMENTS OF ELECTRICITY.—This course is designed for students who desire a practical working knowledge of the fundamentals of electricity. A detailed study will be made of dynamos, motors, inductance, storage batteries, electrolysis, and problems of illumination and power distribution. Prerequisites, Physics I or an equivalent and Plane Trigonometry. There will be four hours of laboratory work each week.

Text.—Timbie-Bush, Principles of Electrical Engineering.

IIIab. Credit hours 6.

THEORETICAL MECHANICS.—A detailed study is made of kinematics, statics, and kinetics. Prerequisite, Integral Calculus. Three hours a week throughout the year.

Text.—Ziwet and Field.

IVa. Credit hours 3.

RADIOACTIVITY AND THE THEORY OF MATTER.—A study of radioactivity, conduction of electricity through gases, cathode rays, X-Rays, and the modern theory of the atomic structure of matter. Prerequisite, Physics I. Lectures and recitations. First half year.

IVb. Credit hours 3.

HERTZIAN WAVES.—A study of "Radio," including crystal sets, vacuum tubes, aerials, tuning and interference, amplification and the regenerative circuit. Prerequisite, Physics I. Second half year.

SOCIAL SCIENCE

The major in this department shall consist of 24 hours' work selected from the courses listed below. Number IIIab must be included in this selection. A student pursuing this major must take one year of English in advance of English II, or two years of College Latin.

Iab. Credit hours 6.

MEDIÆVAL AND MODERN HISTORY.—In this course the history of Western Europe is studied, outlining

the rise of the Papacy, the Crusades, the Renaissance, the Reformation, the French Revolution, the development of Modern Europe and the history of Europe since 1918. Reference work in the library and reports on special topics form an essential part of the course. Three hours a week. One year. Given in alternate years.

IIab. Credit hours 6.

ENGLISH HISTORY.—This is a study of the political, industrial and constitutional development of England from the earliest period to the present time. Special attention will be given the State, the English Church, the Puritan Movement, the Colonial System, the Industrial Revolution, and the Empire since 1920. Reference work and reports are required. Three hours a week. One year. Alternates with Course I as a requirement of Sophomores. Given in alternate years.

IIIab. Credit hours 6.

AMERICAN HISTORY.—This is a course in advanced American History, and deals with origins, movements, and developments rather than mere incidents and facts. The social, political and economic development of the United States from the Colonial Period through the expansion of America into a World Power will be studied. Textbooks will form the basis of the course, but broad readings, reports, lectures and discussions will form the major part of the work. Three hours a week throughout the year. Required in the Politi-

cal Science Group; elective in Junior or Senior year in all other groups. Given in alternate years.

IVab. Credit hours 6.

AMERICAN GOVERNMENT.—This course is designed not only to give an accurate and comprehensive knowledge of the origin, structure and development of the government, but also an understanding of the government in operation. The course is also intended to make the students more intelligent citizens. The latest and best textbook will be used, and discussions concerning practical problems in government will be frequent. Open to Sophomores, Juniors and Seniors. Prerequisite: American History.

a. First semester: Federal Government; three hours per week.

b. Second semester: State Government; three hours per week.

Vb. Credit hours 3.

COMPARATIVE GOVERNMENT.—This course offers a comparative study of the constitutions and forms of government of the United States, England, Germany, France and Switzerland. Textbook and lectures. Juniors and Seniors. Second half year.

VIa. Credit hours 3.

POLITICAL SCIENCE.—The purpose of this course is to furnish an introduction to the study of the nature, origin, and evolution of the state, the more

important political theories and the organization and operation of government.

Textbook, assigned readings and reports. Juniors and Seniors. First half year.

VIIa. Credit hours 3.

SOCIOLOGY.—The purpose of this course is to furnish an introduction to the study of society. A study is made of the development of modern social institutions and attention is given to a consideration of social forces, social processes, policies and principles. Textbook, assigned readings, lectures and reports. Juniors and Seniors. First half year.

VIIIab. Credit hours 6.

ECONOMICS.—The purpose of this course is to give the fundamental principles underlying our industrial life. The course is based upon the study and discussion of a textbook supplemented by lectures and assigned readings on current economic problems. Juniors and Seniors. Three hours throughout the year.

BUSINESS

Courses in Business Management and Administration will be offered during the year of 1926-1927.

SPANISH

The aim of this department is to give the student a knowledge of written and spoken Spanish not only for commercial purposes, but literary as well.

From this standpoint, the student is enabled to gain a two-fold knowledge of the language, by studying the life, customs and industries of our gifted neighbors on the south, and the best known works of the authors from the mother country, Spain. Both phases are emphasized in order to meet the desires of all.

No previous knowledge of Spanish is required for entrance to Course I.

Iab. Credit hours 6.

Texts.—Warshaw and Bonilla, Elements of Spanish. Roessler and Reney, First Spanish Readers; Eserich, Fortuna; Valera, El Pájaro Verde. Three hours per week.

IIab. Credit hours 6.

Texts.—Prerequisite, Course I or a two year high school course. Seymour and Carualean, Short Spanish Review Grammar; Garcilaso de la Vega, El Reino de los Incas; Valera, Pepita Jiménez; Romera-Navarro, Historia de España; Galdos, Doña Perfecta. Three hours per week.

IIIab. Credit hours 6.

History of Literature of the Golden Age.

Texts.—Cervantes, Don Quixote; Lazarillo de Tormes; Lope de Vega, Amar sin saber a quién; Calderón de la Barca, La Vida es sueño; Oxford Book of Spanish Verse; Fitz-Maurice-Kelly, History of Spanish Literature. Three hours per week.

MUSIC

It will be the aim of the department to give such technical and aesthetic training as will enable students to continue their studies independently and also to impart their knowledge. To this end courses have been arranged which will tend to cultivate the taste, develop the mind and elevate the ideals.

The time required for the completion of these courses will vary, according to the native talent, the previous training, and industry of the student.

Pupils will be taught with reference to their peculiar needs, and aided from the beginning to form habits of attention and thoughtful practice.

Diplomas are given to those who complete the courses.

Credit toward the bachelor's degree to the amount of not more than eight hours will be allowed for work in the Junior and Senior years in Piano and Voice. This credit will not be allowed except upon the recommendation of the instructor in charge.

PIANO

This course covers a period of four years.

The attention of the student is called to the fact that there are extra charges in the Music Course. For tuition expenses in this department, see page 107.

An outline of the work required for a diploma in music is given below. Students who are taking the

collegiate work leading to a bachelor's degree will be required to do only the music given in this outline. Students who are not planning to take a bachelor's degree must do all this work before receiving a diploma.

FRESHMAN

English	6
French	6
Man and Nature	6
Elective	6
Theory	2
Piano	8

 34

Required practice per week,
10 hours.

SOPHOMORE

English	6
French	6
History	6
Harmony	4
Sight Singing	4
Piano	8

 34

Required practice per week,
12 hours.

JUNIOR

English	6
German	6
Psychology and Philosophy	6
Harmony	2
History of Music	2
Electives	3
Piano	8

 33

Required practice per week,
12 hours.

SENIOR

German	6
Counterpoint	4
Piano	12
Bible	8
Electives	3

 33

Required practice per week,
14 hours.

FRESHMAN

Special attention will be given to hand position, the proper use and control of fingers, hand, wrist and arm, conducing to elasticity of touch and correct phrasing.

SOPHOMORE

Finger and wrist exercises, scales taught in contrary and parallel motion, grouping by accents or rhythms.

Arpeggios founded on common chord, major and minor, dominant seventh, diminished seventh.

Selected studies from Czerny, Burgmüller, Loeschhorn, Op. 65, Bach's Two Part Inventions.

JUNIOR

Technical exercises. Scales in double thirds and sixths.

Studies by Bertini; Heller, Op. 47 and 45; Czerny, Op. 299; Bach; Loeschhorn, Op. 66; Czerny's "Legato and Staccato"; Sonatinas and easier Sonatas by Haydn, Mozart, Beethoven.

Mendelssohn's "Song Without Words."

Pieces by Handel, Jensen, Godard, Grieg, Raff, Henselt, Saint-Saens, Chopin, Schubert and others.

SENIOR

Technical exercises.

Studies of Cramer, Clementi's *Gradus ad Parnasum*, Bach's Well-Tempered Clavichord, Kullak's Octaves, Beethoven's Sonatas, Chopin's Etudes.

Pieces by Weber, Chopin, Schumann, Moskowski, MacDowell, Liszt, and others. Concertos by Beethoven, Mendelssohn and others.

Upon the satisfactory completion of the regular four years' theoretical and literary course, together

with the four years' course in piano, the candidate for a diploma must satisfactorily perform programs conforming to the following schedule:

A concerto of advanced difficulty, a Beethoven sonata, selections from the more important works of Schumann, Chopin, Grieg, and composers of the modern schools.

VOCAL

The course covers a period of four years and comprises a thorough study of the correct principles of voice production and art of singing. Relaxation, breathing, and tone placing, ease of tone production and refinement of tone are insisted upon. Simple exercises for the placing and development of the voice are used, such as parts of scales, scales, arpeggios, and selected vocalises. Special attention is given to diction in English, Italian, German and French, as well as to artistic interpretation.

For graduation from the Vocal Department, the student is required to take an examination in Piano, Theory, Harmony, and Musical History.

FIRST YEAR

Vocalises: F. Sieber, Op. 92-97 for corresponding voices; Concone, Op. 9, and similar studies.

Repertoire: Songs will be selected mainly from folk songs and classical repertoire. Small songs like the following may be given for examination at the end of the first year: Folk Songs; "The Blue Bells of Scotland"; "All Through the Night" (Welsh

Air); "Drink to Me Only With Thine Eyes" (Old English); Mendelssohn, Op. 9, No. 5, "In Autumn"; Op. 8, No. 7, "May Song"; Op. 99, No. 3, "The Favorite Spot"; Weber's "Cradle Song".

SECOND YEAR

Technique: The technical work of the second year is the logical continuation of the first year's work. Ease of production, quality of tone, range and power are developed, bad habits are overcome, and correct ones acquired.

Vocalises: In addition to the material given in the first year, there should be added: "Salvatore Marchesi," Op. 15, twenty elementary and progressive vocalises; Concone, Op. 10, twenty-five lessons.

Repertoire: Songs like the following should be satisfactorily rendered at the examination: MacDowell's Op. 47, No. 1, "The Robin Sings in the Apple Tree"; Mendelssohn's Op. 71, No. 3, "To the Distant One"; Op. 47, No. 6, "By the Cradle"; Franz, Op. 5, No. 5, "Maid with Lips Like Roses Blooming"; Op. 9, No. 3, "Entreaty"; Schumann's Op. 127, No. 2, "Thy Lovely Face"; Op. 79, No. 14, "Ladybird".

THIRD YEAR

Technique: With normal development, the voices will differentiate more and more, and greater discrimination than in the preceding years will be found necessary in selecting exercises and songs for high, medium and low voices.

Vocalises: Bordogni, twenty-four easy vocalises; Parnofka, Op. 81, Book 2.

Repertoire: Songs of the Romantic and Modern Schools as well as Classical Schools should be studied with great thoroughness and care, and songs from Handel, Schubert, Beethoven, Mendelssohn, Schumann, Franz, Brahms and modern songs by American, French and German composers are included in this year.

To the repertoire of the third year should be added also the anthology of Italian song of the seventeenth and eighteenth centuries as bases of study in voice development and in old Italian style, which is the foundation of all singing schools.

FOURTH YEAR

The fourth year is a further development of the vocal technique, tone color, dynamic appreciation, contrast, etc., with a study of operatic arias and oratorio numbers added. Actual experience in their rendition in oratorios or operas, before the public is given during the year. In connection with the study of the opera, dramatic action and stage deportment are also given. Such operas as "Martha," "Faust," "Bohemian Girl," are given, and oratorios of the calibre of "The Season," "Creation," "Holy City," etc.

FINAL EXAMINATIONS

The quality of each voice should be good (considering the natural quality of each voice as the stand-

ard to go by). Throughout the range of each voice, scales must be sung in piano and in forte, up and down, without showing an abrupt change of quality in changing from one tone to another, nor showing any undue effort in ascending or descending. Throughout the range of the voice, the student should be able to hold each tone and to swell and diminish it at will. During the second and third year, the student should be able to sing in good English, and also in Italian, German or French with good diction. Special attention will be given to articulation, pronunciation and interpretation.

SIGHT SINGING.—The object of this course is to enable the student to sing an ordinary melody at first sight, to know at first sight how music should sound and to write a melody after learning it.

This course is especially for beginners. It begins with the simplest intervals and rhythms and progresses until it includes difficult passages in modern vocal music. Two hours a week.

Text.—Dannhauser, Exercises in Solfeggio, Books I, II and III.

Iab. Credit hours 2.

THEORY.—Acoustics, only those facts which are of the utmost importance to musicians, are considered. Musical terminology; the orchestra and its instruments; study of rhythm and accent; embellishments; metre; hymn construction; figure treatment; phrasing; melodic construction; song forms; sonata forms;

symphony; rondo, concerto; overture; aria form; recitative; canon, counterpoint; figure.

This course gives the student the knowledge to analyze, phrase and teach the various forms of music. One hour a week throughout the year.

Text.—Elson's Theory of Music.

IIab. Credit hours 2.

HARMONY.—This course begins with the study of scales, construction of major and minor scales leading to given intervals; study of triads; common chords; harmonizing melodies, either a given soprano or a figured bass; harmony in the minor; chords in first and second inversions; cadences; chords of the seventh; uses of dominant seventh chords and sequences. One hour a week.

Text.—Preston Ware Orem's Harmony Book.

IIIab. Credit hours 4.

HARMONY.—In the second year the course begins with the study of melody making; modulations; altered chords; non-harmonic tones; accompaniments; harmonization of chorales. Two hours a week.

Texts.—Chadwick's Harmony, Exercises by Benjamin Cutter.

IVa. Credit hours 2.

HISTORY OF MUSIC.—This course includes a survey of the growth in the art of music from the crude beginnings before the Christian era to the present.

Special emphasis is laid upon the development of the opera; such composers as Bach, Handel, Haydn, Mozart and Beethoven of the classic school, and Schubert, Mendelssohn, Schumann, Chopin and Liszt of the romantic school. Whenever possible the works of the composers are illustrated by piano, voice and victrola selections. Two hours, first semester.

COLLEGE ORGANIZATIONS

LITERARY SOCIETIES

There are two literary societies for young men, the Henry Clay and the Websterian. They were organized in 1885 and have ever since exercised a strong and helpful influence on college affairs. These two societies occupied rooms in King Hall until that building was burned in 1908. In 1917 the societies moved into two large rooms on the second floor of the Y. M. C. A. building. These rooms have been handsomely furnished and are well equipped for every purpose, both social and literary.

The two societies for young women are the Zetatsian and the Philomathean. These societies came into existence when the Philagorean Society was divided in 1908. The rooms occupied by these two societies are on the first floor of Founders Hall, and are beautifully and tastefully furnished.

The four societies meet every week on Friday night. Nearly every student in College belongs to one of them and all members are required to participate in the programs. Much valuable practice is gained in debate, oratory, declamation, extemporaneous speaking, the rendition of vocal and instrumental music, essay writing, and in the rules of parliamentary procedure. Each society conducts annually an oratorical contest.

During the year four formal inter-society receptions are given.

THE Y. M. C. A. AND Y. W. C. A.

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889, and have a membership embracing practically the entire student body. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the College. Joint meetings of the two Associations are held Sunday mornings. The Y. M. C. A. meets in the assembly room on the lower floor of the Y. M. C. A. Building and the Y. W. C. A. has a room in Founders Hall especially devoted to its use. A number of outside activities are conducted by committees appointed from these Associations.

Bible classes are held Sunday morning in which a majority of the students are enrolled. Weekly mission study classes are also conducted. The Associations yearly send delegates to the interstate convention and to the Student Conferences at Blue Ridge.

Committees are appointed by the Associations to meet new students on their arrival and give them every possible assistance. The Associations publish each summer a handbook of information about the College which is especially useful to new students. The social affairs of the College are in the hands of committees appointed by the Associations which work in conjunction with the faculty social committee.

Around the Y. M. and the Y. W. C. A. the religious life of the College centers and from them radiates a Christian influence which penetrates every phase of college activity.

THE COLLEGE CHORUS

The College Chorus is a mixed choir. The music studied is from the best composers. Each Monday evening at 6:45 the Chorus meets at Memorial Hall for music study. Twice a year an entire musical program is rendered. Director, Mr. White.

THE GLEE CLUB AND ORCHESTRA

The Glee Club, which has been doing splendid work for the past three years, has in its personnel twenty-two young men who prepare a musical program and make a tour of several cities in the state. Associated with the Glee Club is an Orchestra of ten parts which has won much commendation. These organizations contribute a great deal to the success of various public functions at the College in addition to their special concert work.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board of nine members, representing equally the Young Women's Christian Association, the Young Men's Athletic Association and the faculty Literary Club. The Council was organized in 1921 to take charge of the presentation of the two plays which are given annually by the student organizations represented. The ideal of the organization is the presentation of clean, wholesome plays. Through its efforts a property room has been secured in Memorial Hall in which is stored all the permanent equipment which has been acquired.

THE DEBATING COUNCIL

The Debating Council is composed of six students, three from each of the literary societies for men, and one member of the faculty. The purpose is the promotion of the annual intercollegiate debates and the fostering of an interest in forensics.

THE GUILFORDIAN BOARD

The Guilfordian Board edits and publishes "The Guilfordian," the college weekly. It consists of twelve members elected by the four literary societies. The editor-in-chief, managing editor, the alumni editor, the business manager, assistant business manager, circulation manager, and the two faculty advisers are elected by the Board. The Board is provided with a comfortable office room in Founders Hall.

THE ALUMNI ASSOCIATION

The Alumni Association is organized with the following officers: President, R. J. M. Hobbs, Greensboro, N. C.; Vice-President, Algie I. Newlin, Guilford College, N. C.; Secretary and Treasurer, N. Era Lasley, Guilford College, N. C.

The Alumni Association, through its committees, extends aid to the College in various ways. There are committees on Athletics, Campus, Literary Work, Christian Work, and Publicity. A loan fund has been created by the Association for assisting students. Two meetings are held each year, one at commencement and the other in August. The Association publishes a bulletin in which reports of the year's proceedings can be found.

THE ATHLETIC ASSOCIATION

The Athletic Association has general oversight of the athletic interests of the College. Each student pays an athletic fee which makes him a member of the Association with full athletic privileges, along with the right to attend the college athletic contests.

All intercollegiate athletics are under the general direction of the Athletic Director and the Faculty Committee on Athletics, working in conjunction with the Athletic Association, a student organization. The managers of the teams are elected by the Athletic Association. The Athletic Council, which decides all important questions relating to athletics and which makes the financial appropriations, is made up of the Faculty Committee on Athletics, the Athletic Director, the officers of the Athletic Association, and the managers of the teams. There is also an Alumni Committee on Athletics.

The major sports are: Track, football, basketball, baseball and tennis, and ample facilities are provided for each of these. All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

Athletic contests are promoted for the benefit of bona fide students only, and only such are permitted to represent the College in any athletic contest.

No student shall become a member of any Guilford College team during the Fall Term who registers after October 1st, nor shall any student become a member of a team during the Spring who registers after February 1st.

No student shall participate in any athletic contest who fails to pass at least nine hours of the work of the quarter previous to that in which the contest occurs.

No student shall be eligible for any athletic team who shall have been a member of any of the professional or league teams named in the classes A, B, C, and D in the publication of the National Baseball Commission.

PHYSICAL EDUCATION FOR WOMEN

AIMS

The aims of the department are as follows: (a) to provide an incentive and an opportunity for every student to engage in exercise daily for the promotion of health and efficiency; (b) To create enthusiasm and a constructive interest in play.

REQUIRED WORK

Regular physical exercise is required of all students. One hundred hours is the minimum required for one year. The freshmen and sophomores must take their work in the regular supervised groups.

The work is offered in the form of general gymnastics and athletics. Inter-class and inter-group contests are held in the various sports.

The regulation gymnasium costume consists of black bloomers, white middy blouse and black tie, and high white tennis shoes. These may be ordered through the director. It is recommended that each

student bring with her a heavy sweater and a pair of sensible walking shoes.

CREDIT

The amount of physical culture that is taken is entered upon the student's college record, and thereby becomes a part of any statement of the work completed by the student.

PARTICIPATION IN STUDENT ACTIVITIES

No student shall be allowed to take part in major student activities who did not pass at least nine hours' work during the preceding quarter. The Committee on Student Activities is to determine what shall be included in major student activities.

The committee has decided that the following will be considered major student activities during the year 1926-1927: President of Y. M. C. A.; president of Y. W. C. A.; editor-in-chief, business manager, or managing editor of the Guilfordian; president, secretary or house president of the Women's Student Government Association; manager of an athletic team, including that of football, basketball, baseball, tennis and track; manager of glee club; manager of orchestra; member of glee club; member of orchestra; member of dramatic council; member of Men's Student Council; actor in a play; representative of the college in intercollegiate athletic contests.

A student who makes "D" or "E" cannot have his grade changed before the end of the quarter. No exception is made to this rule in case of students

who pass courses at the regular re-examination period. A student who has been given the grade "Incomplete" will be re-admitted to student activities when the professor who gave the grade recommends a passing grade, provided he has then passed the required nine hours.

No student shall be allowed to participate in major student activities before the end of the first quarter who registers later than October 1st. A student who enters after February 10th will not be allowed to participate in major student activities before the end of the third quarter.

Committees appointed to make nominations for any of the above offices should confer with the Committee on Student Activities to determine whether the proposed candidate is eligible to hold the office.

PUBLICATIONS

The Guilford College Bulletin is issued by the College four times a year. Included under this are: The Catalogue, The Alumni Bulletin, the various announcements and reports. These bulletins will be sent free of charge to any one on request.

The Guilfordian is published weekly by a board of editors elected by the four literary societies. Its main function is that of a college newspaper, but it also contains considerable material of a purely literary character. Alumni, old students, and friends of the College find it a valuable means of keeping informed as to what is going on at the College. The subscription

price is \$1.50 per year. Address all subscriptions to the business manager.

The Quaker is published at irregular intervals of one to three years by the Senior Class. It serves as a class book and also as a complete record in the form of pictures, poems and sketches of the various student activities of the College.

The Y. M. C. A. Yearbook is published during the summer by the Y. M. C. A. It contains information about the College affairs useful to new men.

SCHOLARSHIPS, PRIZES AND HONORS

SCHOLARSHIPS

Haverford and Bryn Mawr College each offer annually to Guilford College a scholarship. In selecting members of the Senior Class or members of the Alumni Association to whom shall be awarded these scholarships great weight is given to rank in scholarship, but general excellence of character and promise of future usefulness in society are also taken into account. No one will be considered eligible to these scholarships who has not been a student at Guilford College for at least two years and who does not make application for consideration.

HAVERFORD

Haverford College offers annually to the young man of the graduating class whom the faculty shall recommend a scholarship of \$300.00. The selection is made on the basis explained above.

BRYN MAWR

Bryn Mawr College offers each year to the young woman of the graduating class whom the faculty shall recommend a scholarship of the value of \$400.00. The candidate is selected according to the statement above.

BIBLE TEACHERS' TRAINING SCHOOL FELLOWSHIP

The Bible Teachers' Training School, of New York City, offers a fellowship in their School of Theology to be awarded each year upon recommendation of the faculty of Guilford College, to a member of the graduating class or to a graduate of not more than five years' standing, whose purpose is to devote his life to Christian service.

The selection will be made on the basis of creditable scholarship, strength of character and personality, evidence of growing ability and limitation of financial resources.

The fellowship provides board, room and tuition and \$50.00 for the student's incidental expenses. It may be held during the full course of three years. The incumbent must reside at the school, maintain a satisfactory standing in scholarship and engage in a limited amount of active Christian service under the direction of the Practical Work Department.

MARVIN HARDIN SCHOLARSHIP

The Class of 1904, in memory of their esteemed member, Marvin Hardin, whose beautiful life amongst us was brought to a close in October, 1907, has endowed an annual tuition scholarship, the same to be awarded to the Sophomore making the best average in the Sophomore studies, said amount to be available in the Spring of the Senior year, and only upon the condition that the student winning the money remain at Guilford during the Junior and Senior years.

PRIZES

LITERARY SOCIETY PRIZES IN ORATORY

The four literary societies, the Websterian, the Henry Clay, the Philomathean, and the Zatasian, each award an orator's prize. This prize is awarded at an oratorical contest which is held by each society some time during the year.

LITERARY SOCIETY PRIZES FOR IMPROVEMENT

Each of the four literary societies awards an improvement prize. This prize is given to the new member making the most improvement during the year.

DECLAMATION PRIZES FOR HIGH SCHOOLS

Each year there is held at the College a declamation contest for high school students. Each high school is entitled to send two contestants, a young man and a young woman. Two prizes are awarded, one to the successful young man and the other to the successful young woman.

These contests are conducted by the College literary societies in order to stimulate literary society work in the high schools.

HONORS

Members of the Freshman and Sophomore Classes, pursuing the regular amount of work, whose average grade is 90 or above and whose grade does not fall below 85 in any subject, shall be entitled to "Honors."

Members of the Junior Class who receive an average grade of 93 in their major work and do not receive a grade below 85 in any subject shall be entitled to "High Honors."

Those members of the Senior Class who received "High Honors" in their Junior year and whose average grade in the Senior year does not fall below 93 shall be entitled to "Highest Honors."

HONORS AWARDED, JUNE, 1925

Highest Honors	Edward M. Holder
High Honors	Beulah O. Allen
High Honors	Bessie Maude Simpson
High Honors	Edwin P. Brown
Sophomore Honors	W. Theodore Doub
Sophomore Honors	Annie E. Wagoner

DEGREES AND PRIZES**1924-1925****DEGREES**

The following degrees were conferred on Commencement Day, June 9, 1925:

BACHELOR OF ARTS

Nida Lee Blalock	Katie Lou Lambeth
Bryon Russell Branson	Edith Emily Macon
Jennie Howard Cannon	Robert Kossuth Marshall
Jesse Frank Casey	Harriet Vaughn Pringle
Nell Emily Chilton	Blanche Gardner Robertson
Clara Maie Coble	Barney Clyde Shore
Ruth Click Hodges	Pherlie Mae Siske
Sara Rebecca Hodges	Ethel Lenore Watkins
Edward Maxwell Holder	Inez Mae White
Edith Elizabeth Hollowell	Bertha Emma Zachary
James Howell	

BACHELOR OF SCIENCE

Edna Maude Coble	Bessie Gilmer Phipps
Frank Lindley Crutchfield	John Ozment Reynolds
Olive Wilson Jinnette	Mary Margaret Smith
Ralph Lee Landis	Fairy Gertrude Staley
Frances Margaret Levering	Ghita Helen Tuttle
Ruth Elena Levering	Vivian Robert White
Carrie Lougene Norman	

DIPLOMA IN PIANO

Edith Elizabeth Hollowell

DIPLOMA IN PIANO AND VOICE

Katie Lou Lambeth

CERTIFICATE IN PIANO

Mildred E. Townsend

SCHOLARSHIPS AND PRIZES

Haverford Scholarship	Robert K. Marshall
Bryn Mawr Scholarship	Sara Rebecca Hodges
Marvin Hardin Scholarship	Annie E. Wagoner
Websterian Orator's Prize	Gilmer Sparger
Websterian Improvement Prize	Earl Henley
Websterian Consistency Prize (W. L. Rudd) ..	Paul Swanson
Philomathean Orator's Prize	Cordia Thompson
Philomathean Improvement Prize	Ruby Hall
Henry Clay Orator's Prize	Alton Watson
Henry Clay Improvement Prize	Waldo Williams
Zatasian Improvement Prize	Lucile Moore
Peace Prize—for girls	Margaret Levering
Peace Prize—for boys	Kenneth Neese
High School Contest:	
For Boys	Harry Babinowitz, Durham High School
For Girls	Nina Cranford, Albemarle High School

DISCIPLINE

It is taken for granted that any student who enters the institution does so for the purpose of persistent work, and that he will render due respect to the regulations, all of which are designed to promote the general welfare of the College, and to give to each member thereof full opportunity to use the many advantages for study here offered.

Students are put upon their honor, and great care is taken to maintain with all a friendly and helpful relation. The co-operation of all is sought.

If a student shows little or no inclination to study, or if he fails to co-operate with the faculty in maintaining good order or engages in practices which are harmful in their influence over others, or to the reputation of the College, his parents or guardian will be informed of the facts and unless amendment be promptly made, he will be dismissed or his parents requested to withdraw him.

Students not members of the Senior or Junior classes, wishing to go to Greensboro or to any place at a distance from the College, must obtain permission from the proper authorities.

The reading of pernicious literature, hazing in any form, the use of intoxicating drinks, habitual indulgence in profane language, carrying pistols or other dangerous weapons, are considered grave offenses, and treated accordingly.

The effect of tobacco on the minds of the young is so injurious that the College takes all proper means to discourage its use, and will not allow it on the grounds. If any student persists in using it elsewhere, his standing thereby will be lowered and so entered upon his record.

During the Christmas and Easter vacations no meals will be served at the College and all rooms must be vacated.

EXPENSES

The amounts given below cover the board, room rent, laundry, tuition, registration fee, athletic fee, library fee and lecture fee for the entire academic year of nine months.

Boys living in Cox Hall	\$365.00
Girls living on second floor Founders Hall	360.00
Girls living on third floor Founders Hall	350.00
Girls living in New Garden Hall, not including laundry (estimated)	250.00
Boys rooming in Archdale Hall	340.00
Day students	115.00

Students who study Biology, Chemistry, Geology, Physics or Surveying will be charged laboratory fees and those studying Home Economics and Music pay fees in addition to the amounts given above. For these charges see the following pages.

College students taking more than 18 hours of work must pay \$3.00 extra for each additional hour.

A deposit fee of \$2.00 for women and \$5.00 for men is required. After all unnecessary damages are assessed the remainder is returned at the end of the year.

A graduation fee of \$10.00 is charged at the end of the college course.

The matron of the College looks after cases of slight illness, but in cases requiring a physician the student is charged for medical attention and nursing.

Thirty per cent of the total charges for the year are due at the beginning of the year, September 15th; 20 per cent on November 17th; 30 per cent at the beginning of the second half year, February 1st; and 20 per cent on April 3rd. In case a student is absent from College on account of protracted sickness of ten days or more a pro rata part of the money paid for board will be refunded on presentation of a physician's certificate that he is not able to return. If a student should leave the institution for any other cause, or be expelled or suspended, he will forfeit the money advanced.

Except in special cases, no reduction is made for students who enter college late. No reduction for a fraction of a week will be made.

Matriculation for the first term must be completed by noon of the day on which the college officially opens, and for the second term by 8 a. m. of the first day of the new term. Students who fail to complete their matriculation on time shall be charged a special fee of \$2.00.

LABORATORY FEES

Laboratory fees not included in the foregoing statements are as follows:

Chemistry A or VI	\$ 5.00
Other courses in Chemistry	15.00
Biology	10.00
Geology	4.00
Surveying	1.00

Physics	\$10.00
Home Economics	25.00
Mechanical Drawing	1.50
Expression per hour	1.00

COST OF INSTRUCTION IN MUSIC

Piano, two lessons per week	\$75.00
Vocal lessons, two lessons per week	75.00
One lesson a week, in Piano	45.00
Use of Piano for practice, one period daily	10.00
Each additional period	6.00
Certificate for graduation in Music	5.00

Day students taking music only will be charged \$90.00 a year.

Students living in the dormitories must take at least one college subject in addition to their music.

Music students who take but one college subject will be charged \$45.00 less than the sum of the amount for music and the other college subjects. Music students who take two college subjects will be charged \$15.00 less than the total amount for music and other college subjects.

NEW GARDEN HALL FOR YOUNG WOMEN

This hall will accommodate forty-eight girls and is a most excellent hall of residence. Girls are admitted here on the following terms: Each girl agrees to perform her allotted part of the household duties and pay to the matron of New Garden Hall the actual cost of board in advance. In this way the board will be furnished for about \$9.00 or \$10.00 per

month for each girl. Girls in this Hall may do their own laundry work. If this work is sent to the College laundry, the cost will be \$18.00 per year.

LOAN FUNDS

The College is in possession of several funds, which may be loaned to deserving students. Students who use these funds sign a note which does not bear interest until the date of leaving college. The signature of some other responsible person is required. A loan fund has also been created by the Alumni Association. Anyone desiring to borrow money from the Loan Fund must make application on a blank which may be secured from the President of the College.

MINISTERIAL STUDENTS

Students who are preparing for the ministry receive free tuition. Such students who ask for the remission of the tuition fee must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a mission field. Otherwise the note will be in full force and will draw interest.

SELF - HELP

Guilford offers many opportunities for self-help. It is the aim of the College that no one shall be turned away for lack of means. Many students at the College are now paying a large part of their expenses either by earning or by borrowing money.

Some students secure positions as waiters or janitors, while others work on the campus or farm. The opportunity to devote all of one's time to study is, however, worth considerable financial sacrifice and students are not encouraged to do other work unless it is necessary.

ROOMS

No extra charge is made for light and heat in the dormitories. All rooms are fitted up with electric lights.

The rooms are comfortably furnished with bed room furniture—single beds with mattresses. The students furnish pillows, linen and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from one academic year to the next by giving due notice of his intention in writing before May 1st. Vacant rooms will be assigned in order of application.

Except a few single rooms in Founders, all are furnished for two students each.

A student may elect to occupy a double room alone. When this is possible, it will be allowed, but the charge will be one-half the regular room rent extra.

By special permission students of mature years may board and room outside the College buildings, but such permission gives them no exemption from the regular study hours, attendance at chapel, church services and lectures.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

The matron has general oversight of all the household arrangements in all the dormitories, and much care is taken to look after the health and comfort of the students, but each occupant is held responsible for the condition of his room. Every student must make his bed and put his room in order before 10 o'clock each morning. All rooms will be inspected periodically. Any misappropriation or defacement of furniture or fixtures or any damage to the building will be charged to the occupants of the room where such damage occurs. This includes damage to the walls incurred by driving in tacks or nails. Pictures must be hung on the picture moulding provided for the purpose.

Tampering with the electric lights creates danger of fire, and is therefore forbidden. No student is allowed to use a lamp of higher candlepower than 40-watt Mazda unless it is supplied by the College authorities.

GENERAL INFORMATION

Guilford College railway station is on the Southern Railway leading from Greensboro to Winston-Salem. The station is a little more than a mile from the College campus. Most of the trains are met by reliable jitney drivers who charge 25c for transportation to the College. If one wishes to be met at a train which arrives at a late hour in the evening the College should be notified in order that arrangements may be made to have a jitney meet the train.

On arriving at the College at the beginning of the term, young men should go to the office of the Dean of men in the center section of Cox Hall and make arrangements for occupying the room which has been assigned to them. Young women should see either the Dean of Women at Founders Hall or the matron at New Garden. Students should then go to the President's office in Memorial Hall and be properly registered and to the Registrar's office to be classified.

The next step is to go to the Treasurer's office. The first payment on all charges is due at the beginning of the term and no student is fully matriculated until his card has been signed by the treasurer, thus indicating that satisfactory financial arrangements have been made.

Parents should send with their children a check or cash enough to approximately cover the first payment.

Students sustain a great loss who are not present at the opening of the term.

Every article of clothing sent to the laundry must be plainly marked with the full name of the owner in indelible ink.

Telegraph and express offices are established at Guilford College station. The College has telephone connection with all points both on the local and long distance line.

The College post office is "Guilford College, North Carolina," and all mail should be so addressed.

SUMMER SCHOOL

JUNE 10TH TO AUGUST 1ST, 1925

The second session of the Summer School was conducted in 1925. There was considerable increase in enrollment over the previous year. H. Louisa Osborne taught classes in Latin; Dr. C. O. Merideth, German; Helen T. Binford, French; Ruth Reynolds, Mathematics; Herschal L. Macon, History; Bessie Maude Simpson, Spanish; Ida Millis, English.

Prof. G. Herbert Cole will direct the Summer School in 1926. He is planning for a much larger enrollment and is adding new features in the way of entertainment. The school will open on June 9 and continue until July 31. Anyone desiring further information concerning the Summer School of 1926, should address G. Herbert Cole, Director of the Summer School.

STUDENTS

SENIOR CLASS

Allen, Beulah Oyama	63 Mell Ave., Atlanta, Ga.
Allen, David Willard	Snow Camp, N. C.
Barbee, James Read	Guilford College, N. C.
Been, Edna Mae	Guilford College, N. C.
Brown, Edwin Pierce	George, N. C.
Burke, James Otis	Graham, N. C.
Coltrane, Martha Hazel, 301 Mocksville Ave.,	Salisbury, N. C.
Cox, Lalah Alva	Climax, N. C.
Cude, John Finch	Colfax, N. C.
Dinkins, Harvey O'Connor	East Bend, N. C.
Donnell, Pansy Lillian	Climax, N. C.
Edwards, Lina Jewell	Vass, N. C.
English, Nereus Clarkson	Trinity, N. C.
Fitzgerald, Mary Magdelene	Linwood, N. C.
Frazier, Helen Louise	Guilford College, N. C.
Guthrie, Herbert Garvice	Snow Camp, N. C.
Harrell, Leon Jackson	R. 3, Goldsboro, N. C.
Hassell, Lalah Oneita	Archdale, N. C.
Highfill, Geneva Douglas	Guilford College, N. C.
Linn, Ruth Harding	Landis, N. C.
McCollum, Mary Ruth	Madison, N. C.
Mixon, Ina Irene	906 E. Mulberry St., Goldsboro, N. C.
Nicholson, Ola Maye	Houstonville, N. C.
Pearson, Sallie Gertrude	R. 2, Dudley, N. C.
Shields, Katharine Gheen	Carthage, N. C.
Simpson, Bessie Maude	R. 4, Mt. Airy, N. C.
Smith, French Hugo	Guilford College, N. C.
Thompson, Alice Dorothy	Rich Square, N. C.
Townsend, Mildred Ernestine	215 Woodburn Road., Raleigh, N. C.
Wilhelm, Herbert Holmes	East Bend, N. C.

JUNIOR CLASS

Beeson, Lola Gertrude	R. 1, Randleman, N. C.
Beeson, Margaret Ailene	R. 1, Randleman, N. C.

Doub, William Theodore	R. 2, Winston-Salem, N. C.
Finch, Anna Josephine	Guilford College, N. C.
Hedgecock, Edith Moore	Box 220, High Point, N. C.
Hollady, Rhoda Maie	
	1205 Spring Garden St., Greensboro, N. C.
Holt, William Paul	Saxapahaw, N. C.
Jackson, Artena Cox	411 W. Lee St., Greensboro, N. C.
Marshallburn, Lena Mae	Guilford College, N. C.
Martin, George Virgil	R. 2, Graham, N. C.
Matlock, Jack Foust	620 S. Mendenhall St., Greensboro, N. C.
Robertson, Mary Allen	Guilford College, N. C.
Sampson, Ruth Virginia	Asheboro St. Ext., Greensboro, N. C.
Thomas, Raymond Gray	King, N. C.
Turner, Mary Frances	Guilford College, N. C.
White, Louise	Climax, N. C.
Winslow, Sidney Arthur	Belvidere, N. C.
Wolff, Julia Elizabeth	R. 7, Greensboro, N. C.

SOPHOMORE CLASS

Atkinson, Lois Myrtle	Guilford College, N. C.
Ballinger, Laura Ida	R. 7, Greensboro, N. C.
Boose, Glenn Oscar	R. 2, Winston-Salem, N. C.
Bowles, Charles Phillips	R. 2, Guilford College, N. C.
Braxton, Hattie Evelyn	Snow Camp, N. C.
Burgess, Hattie Mae	Guilford College, N. C.
Burgess, William Oscar	R. 10, Burlington, N. C.
Butler, Bessie Annie	Liberty, N. C.
Chadwick, Ethel Jewell	Jamestown, N. C.
Cox, Joseph John	High Point, N. C.
Cox, Sudie Draughon	Princeton, N. C.
Ebert, Raymond Eugene	R. 6, Winston-Salem, N. C.
Friddle, Ella May	Stokesdale, N. C.
Goldston, Ina Blanche	Goldston, N. C.
Hadley, Thomas McKinley	Saxapahaw, N. C.
Hall, Ruby Rivers	Roseboro, N. C.
Hassell, Alma Lolene	Jamestown, N. C.
Haworth, Byron Allen	Burlington, N. C.
Hedgecock, Esther Catherine	Box 220, High Point, N. C.
Hodgin, Annie Smith	Guilford College, N. C.

Hodgin, Mary Eugenia	Guilford College, N. C.
Hollady, Berta Rhoea	1205 Spring Garden St., Greensboro, N. C.
Hughes, John Robert ..	1115 Asheboro St., Greensboro, N. C.
Jinnette, Sarah Gertrude	Bentonville, N. C.
Kendall, Louise	Guilford, N. C.
Kimrey, Chandos Lavelle	Guilford College, N. C.
Kimrey, Grace	R. 7, High Point, N. C.
Kimrey, Hardin Shelley	Guilford College, N. C.
Lane, Ruth Elizabeth	Tyner, N. C.
Layton, Esther Maude	R. 1, Greensboro, N. C.
McBane, George Clyde	Snow Camp, N. C.
Malpass, Ruth	109 N. Slocumb St., Goldsboro, N. C.
Neece, Espie Norah	Climax, N. C.
Newlin, Anna May	Saxapahaw, N. C.
Newlin, Ira Guthrie	Saxapahaw, N. C.
Newlin, Orlin Charles	Saxapahaw, N. C.
Osborne, Mary Beach	Guilford College, N. C.
Page, George Guess	Guilford College, N. C.
Pamperin, Ethel Virginia	Box 325, Greensboro, N. C.
Reynolds, Joshua Paul	Jamestown, N. C.
Richardson, Ethel	Benaja, N. C.
Richardson, Lee T.	Benaja, N. C.
Richardson, Lillie Myrtle	Benaja, N. C.
Robertson, Walter Lee	132 Granite St., Mt. Airy, N. C.
Steele, Wilmer L.	Kelton, Pa.
Stephens, Ruth Elizabeth, 818 Yaquena St., Greensboro, N. C.	
Swanson, Paul Revere	Wilkesboro, N. C.
Taylor, Dorothy Maie	Advance, N. C.
Tew, Henry Faison	Goldsboro, N. C.
Trivette, Howard V.	1234 Patterson Ave., Winston-Salem, N. C.
Trotter, Morris Early, Jr., 2007 E. Ninth St., Charlotte, N. C.	
White, Nancy Moorman	Franklin, Va.
Williams, William Waldo	East Bend, N. C.

FRESHMAN CLASS

Adams, James Roscoe	Jamestown, N. C.
Albright, Nina Louise	Friendly Road, Greensboro, N. C.

Ayers, Robert Dick	Summerfield, N. C.
Barnes, Marie Antoinette	Roxobel, N. C.
Beachom, Lois Ruth	Star, N. C.
Benton, Mills Scott	Sunbury, N. C.
Black, Laurie McDonald	Crossnore, N. C.
Brinson, Alton Alexander	Grantsboro, N. C.
Bryson, Dixie Margaret	Webster, N. C.
Buckner, Lillian Norvella	Liberty, N. C.
Bundy, Ruth	Jamestown, N. C.
Carroll, Mildred Olive	Mizpah, N. C.
Carter, Delmn Fulton	Park Heights, Clinton, N. C.
Chandler, Paul Thomas	Broadway, N. C.
Chappell, Mabel Leora	Tyner, N. C.
Chappell, Mary Elizabeth	Belvidere, N. C.
Coble, Charles Samuel	Guilford College, N. C.
Collins, Gurney Lee	R. 1, Goldsboro, N. C.
Coltrane, Lucile Allen, 301 Mocksville Ave.,	Salisbury, N. C.
Coltrane, Paul Gray	R. 2, Guilford College, N. C.
Coltrane, Raymond Field	R. 2, Guilford College, N. C.
Cooke, Bessie Anne	Kernersville, N. C.
Cooper, Hugh Berkeley	Pelham, N. C.
Costen, Lucy Seawell	Gatesville, N. C.
Cox, Alexander McNeil	R. 3, Greensboro, N. C.
Cox, Floyd Milton	Climax, N. C.
Cox, James Roosevelt	Asheboro, N. C.
Cox, Thomas Gordon	

2306 Spring Garden St., Greensboro, N. C.

Cude, Marjorie Gardner

218 East 11th St., Winston-Salem, N. C.

Davis, Walter Ray	Yadkinville, N. C.
Davis, Winnie Elsie	R. 3, Mocksville, N. C.
Edgerton, Louise	Pikeville, N. C.
Edwards, Frazier McLean	R. 2, Guilford College, N. C.
Edwards, Ruth Costen	Sunbury, N. C.
Elliott, Beatrice Odett	Rich Square, N. C.
Ellis, Mary Lou	Star, N. C.
Farlow, Edgar Wilson	Guilford College, N. C.
Featherston, Robert Burns	Roxboro, N. C.
Foust, Annie Izona	R. 1, Graham, N. C.

Foust, Sarah Lillian	R. 1, Graham, N. C.
Friddle, Carey Herbert	Summerfield, N. C.
Gamble, Mattie Myray	Randleman, N. C.
Gamble, Richard Lee	Summerfield, N. C.
Garrett, Nora Mearle	Julian, N. C.
Gilmore, Alleen	112 Hawkins Ave., Sanford, N. C.
Griffin, Robert Brown	Woodland, N. C.
Guthrie, William Carey	Snow Camp, N. C.
Hadley, Gladys Ethel	Park Ave., Thomasville, Ga.
Hammond, Leah Elizabeth	Farmer, N. C.
Hanner, Melissa Lucille	Randleman, N. C.
Hendrickson, George Jacob, Repanus Ave.,	Gibbstown, N. J.
Henley, Bernice Diffie ..	692 Chestnut St., Greensboro, N. C.
Hill, William Abner, 115 Englewood Ave.,	Greensboro, N. C.
Hire, Eugene Salathiel	R. 1, Winston, N. C.
Hire, Gertrude Elizabeth	R. 1, Winston-Salem, N. C.
Hobson, Collie Beatrice	East Bend, N. C.
Hodgin, William Warren	Jamestown, N. C.
Hollady, Zelma Mae	Box 2322, St. Petersburg, Fla.
Holt, Isaac French	Saxapahaw, N. C.
Horney, Ruth Anna	R. 2, High Point, N. C.
Hoyle, James Cranford	R. 1, Kelton, S. C.
Hunt, William Alden	East Bend, N. C.
Hutchens, William Patterson	East Bend, N. C.
Ireland, Paul Fox	R. 1, Elon College, N. C.
Ives, Rachel Elizabeth	North Wilkesboro, N. C.
Jackson, Frances Mae, 1415 Asheboro St.,	Greensboro, N. C.
Johnson, Addie Mae	Crossnore, N. C.
Justice, Hugh Gold	Kernersville, N. C.
Keen, Samuel Milton	601 W. 24th St., Wilmington, Del.
Kimrey, Mildred Mae	R. 1, High Point, N. C.
King, Thelma May ..	1276 Randolph Ave., Greensboro, N. C.
Lassiter, Dorothy Elizabeth	Davidson, N. C.
Levering, Elizabeth Berta	Guilford College, N. C.
McBane, Jessie Williard	Snow Camp, N. C.
McBane, Ollie Victoria	Saxapahaw, N. C.
McFadyen, Flora Mae	Cameron, N. C.
McPherson, Eula May	Snow Camp, N. C.
McPherson, Eunice	Snow Camp, N. C.
Mackie, Arthur Lawrence	Guilford College, N. C.

Mackie, Carl Martin	Guilford College, N. C.
Mackie, Walter Worth	Yadkinville, N. C.
Marshburn, Nancy Edith	Guilford College, N. C.
Martin, Virgil Augustine	Guilford College, N. C.
Masencup, Gertrude Elizabeth	Tobaccoville, N. C.
May, Cecil Henry	Spring Hope, N. C.
Mears, Walter Frederick	R. 2, Guilford College, N. C.
Melvin, Loyless Howard, 1055 Asheboro St.,	Greensboro, N. C.
Mitchell, Sara Bernice	King, N. C.
Moore, Daniel Stanley, 108 Library Place,	Greensboro, N. C.
Neal, Claudia Belle	Walnut Cove, N. C.
Neal, Mary Mathews	Meadows, N. C.
Nelson, Margaret Elizabeth	Kernersville, N. C.
Nuzie, Samuel	26 Providence St., Worcester, Mass.
Osborne, Frances Hartsell	Pleasant Garden, N. C.
Osborne, Jay Norman	R. 3, Greensboro, N. C.
Osborne, Thomas Dorland	R. 3, Greensboro, N. C.
Outland, Elton Gray	George, N. C.
Owen, Kathryn Amanda	136 Pine St., Mt. Airy, N. C.
Parker, Alvin Scott, Jr., 311 Hamilton St.,	High Point, N. C.
Parrish, Vernon Ray	Caraway, N. C.
Paul, Josephine Ring	Terrace Ave., Elkin, N. C.
Payne, Paul Pleasant	R. 2, Guilford College, N. C.
Payne, Pearl	R. 2, Guilford College, N. C.
Pearson, Mary Newlin	R. 2, Dudley, N. C.
Pfaff, Thelma	Pfafftown, N. C.
Pharr, Joseph Walter	Harrisburg, N. C.
Poole, Calvin Knox	Troy, N. C.
Pringle, James Martin	Lawsonville, N. C.
Proctor, Rosa Mae	Spring Hope, N. C.
Rackley, Jeffie	R. 5, Goldsboro, N. C.
Ragsdale, Lucy	Jamestown, N. C.
Ragsdale, Virginia	Jamestown, N. C.
Reece, Esther Griffith	Snow Camp, N. C.
Reece, William Carey	Snow Camp, N. C.
Reynolds, Margaret Kathleen	R. 6, Greensboro, N. C.
Robertson, Charles Edwin	Guilford College, N. C.
Rowe, Ida Mae	116 Spencer St., Bennettsville, S. C.
Rozell, Edwin H.	Salt Point, N. Y.
Sheffield, Dewey Bain	Spies, N. C.

Shipp, Mabel Byrdell	Goldsboro, N. C.
Shore, Fannie Della	Booneville, N. C.
Simmons, Hallie Jane	Pilot Mountain, N. C.
Sink, John Moyer	937 Walker Ave., Greensboro, N. C.
Smith, Rufus Frazier	Guilford College, N. C.
Smith, Ruth	Guilford College, N. C.
Smitherman, Jesse Ralph	East Bend, N. C.
Snider, Davis Rodolph	Tobaccoville, N. C.
Southerland, Sarah Jane	Mt. Olive, N. C.
Spencer, Blanche Elizabeth	Ivor, Va.
Sprinkle, Carrie Elizabeth	Lewisville, N. C.
Stinson, Nellie Eliza	Goldston, N. C.
Stout, John Harold	Guilford, N. C.
Strickland, Willie Justice	Bailey, N. C.
Stuart, Patrick Millard, Jr.	Guilford College, N. C.
Taylor, Genatus Warren	Spring Hope, N. C.
Teague, Carrie Nation	Snow Camp, N. C.
Thomas, Matilda Bernice	Guilford College, N. C.
Thomas, Jessie Ethelyn	Guilford College, N. C.
Thomas, Nellie Victoria	King, N. C.
Thompson, Ilena Edna	Snow Camp, N. C.
Tomlinson, William Allen ..	Tomlynhurst, High Point, N. C.
Vance, Fred Fulton	Kernersville, N. C.
Vestal, Herman Jarvis	East Bend, N. C.
Wharton, Richard Goode	Ruffin, N. C.
White, Edith Adelia	Belvidere, N. C.
White, Edwin Saunders	Belvidere, N. C.
White, Lydia Winslow	Kingstree, S. C.
Williams, J. Franklin	East Bend, N. C.
Wilson, Norma Belle	Pikeville, N. C.
Yates, Ruth Coffin	Guilford College, N. C.
Zachary, Margaret Elva Hazel	Snow Camp, N. C.

IRREGULAR STUDENTS

The following students have completed a four year high school or the equivalent, but have not acquired regular class standing:

Andrews, John Richard	Archdale, N. C.
Beamon, Joseph Everette	R. 6, Elizabeth City, N. C.
Been, Mattie Thelma	Guilford College, N. C.

Blanchard, Ervin Anderson	R. 2, Burlington, N. C.
Brown, Walter Jay, Jr.	George, N. C.
Clark, Will	Crossnore, N. C.
Ferrell, Richard Benjamin	Guilford, N. C.
Flowers, Kate	Sims, N. C.
Gardner, Mary Gladys	Carthage, N. C.
Grey, Georgia Evangeline	Colfax, N. C.
Hazard, Alice Blanche	Box 101, Union Springs, N. Y.
Henley, Earl Edwin	Mt. Gilead, N. C.
Hollowell, Gertrude Azile	Mt. Olive, N. C.
Joyner, Doris Chase	Walters, Va.
Lindley, Wade Hampton	Snow Camp, N. C.
Lineback, Elmer Junius	R. 2, Winston-Salem, N. C.
Lynch, Lawrence Jackson, 114 E. Walnut St.,	Goldsboro, N. C.
Marshall, Reginald Spencer	Germanton, N. C.
Nau, Walter Theodore	Box 743, Greensboro, N. C.
Parker, Elwood W.	George, N. C.
Pavlov, Alexander	Guilford College, N. C.
Rabb, William Moore	Lenoir, N. C.
Russell, Bradley Lillington	Troy, N. C.
Saunders, Virginia Mae	201 Church St., Mt. Airy, N. C.
Semmler, Fritz	33 Gartens St., Wetter (Ruhr), Germany
Siske, Grady Cornell	Pleasant Garden, N. C.
Smith, Albert Lee	Pikeville, N. C.
Smith, George W.	R. 3, Mt. Olive, N. C.
Tew, Doris Estelle	R. 5, Goldsboro, N. C.
Thomas, Louis Fred	Guilford College, N. C.
Towe, Forrest Sutherland	Chapanoke, N. C.
Townsend, Margaret Lucile, 215 Woodburn Rd.,	Raleigh, N. C.
Ward, William Alpheus, Jr.	Rich Square, N. C.
Warrick, Leslie Elton	R. 6, Goldsboro, N. C.
Weir, Charles Spencer	Avondale, Pa.
White, Murray M.	315 Lindsay St., High Point, N. C.
Zimmerman, Mildred	Gibsonville, N. C.

SPECIAL STUDENTS

The following students have not completed a four-year high school, but have been admitted to special work for which they seemed prepared:

Bryant, Perry Thomas	Lasker, N. C.
Ireland, Dan Waller	R. 6, Burlington, N. C.
Johnson, Victoria Alice	Germanton, N. C.
Kendall, Clyde Edward	Guilford, N. C.
Patterson, Hazel	Guilford College, N. C.
Pearson, Clifton Cobb	714 E. Ashe St., Goldsboro, N. C.
Peele, Elwood Cox	Guilford College, N. C.
Wilkins, Leve Peel	Burlington, N. C.
Woods, Jessie Lillian	R. 4, Mt. Airy, N. C.

STUDENTS ENROLLED ONLY IN SUMMER SCHOOL

1925

Aycock, Nell B.	Pikeville, N. C.
Ayers, Vance L.	Graham, N. C.
Dunstan, William E., Jr.	
	401 W. Church St., Elizabeth City, N. C.
Farrington, Annie J.	Guilford, N. C.
Finch, Ruth	Guilford College, N. C.
Fowler, Omnia	Pilot Mountain, N. C.
Hussey, S. Curtis	R. 1, Spies, N. C.
Mackie, Florence	Guilford College, N. C.
Robertson, Mabel	Guilford College, N. C.
Swindell, Samuel S.	Middletown, N. C.
Wilson, Bessie D.	Pikeville, N. C.

INDEX

Admission		Committees	
By Certificate	28	Advisory	6
Table of Subjects		Faculty	13
Accepted	29	Girls' Aid	6
To Advanced Standing	30	Trustees	7
Advisory Committee	6	Course of Study	33
Alumni Association	91	Debating Council	91
Astronomy	70	Degrees	33-34
Athletics		Awarded in 1924-1925	101
Association	92	Departments of Instruction	37-87
Eligibility Rules	92-95	Discipline	103-104
Fields	22	Domestic Science	59-63
Biblical Literature, Courses		Dormitories	18-21
in	36-40	Dramatic Council	90
Biology, Description of		Economics, Course in	77
Courses	40-43	Education, Course in	47-50
Fee	106	Electives	29-30
Board of Trustees	6	Endowment	25
Buildings		English	
Archdale	19	Description of Courses ..	51-54
Church	22	Entrance Units, Specifications	28
Cox Hall	21	Equipment	18-25
Founders Hall	18	Examination for removing	
Gymnasium	22	conditions	31
King Hall	21	Expenses	105-110
Laboratories	22	Expression	54
Library	20	Expression fee	107
Memorial Hall	19	Faculty	8-11
New Garden Hall	20	Farm	18
Y. M. C. A.	19	Fees (see also Expenses)	
Calendar	5	Late Registration	106
Campus	18	Laboratory	106-107
Chemistry		Music	107
Description of Courses ..	43-46	Foreword	3-4
Fees	46, 106	French	
Chorus	90	Description of Courses ..	54-56
Church History	39	General Information	111
Classification, Changing of..	32	Geology	56
College, Origin of	14-15		

German

Description of Courses .. 57-58

Girls' Aid Committee 6

Glee Club 90

Grading of Students 32

Greek, Description of

Courses 59

Guilfordian Board 91

History

Description of Courses .. 74-76

History of the College 14

Home Economics,

Courses in 59-63

Honors 99

Laboratories 22

Laboratory Fees 106-107

Latin

Description of Courses .. 63-66

Library 20

Literary Societies 88

Loan Funds 108

Location 17

Material Equipment 18-25

Mathematics

Description of Courses .. 66-70

Ministerial Students 108

Museum, The 23

Music

Charges 107

College Chorus 90

College Credit for 79

Department of 79-87

Diploma in 79

Glee Club 90

History of 86

Harmony 86

Piano 79-82

Sight Singing 85

Music—continued

Theory 85

Vocal 82-85

New Garden Boarding

School 14

New Garden Hall 20, 107

Officers 12

Orchestra 90

Organizations 88-96

Philosophy 71-72

Physical Education 35, 93

Physics, Courses in 72-74

Policy 15

Political Science 76

Prizes 99

Awarded in 1924-1925 101

Psychology 71

Publications 95

Re-examination 31

Registration, Method 111

Requirements for Gradua-

tion 33-35

Religious Education 36-40

Religious Exercises 16

Requirements for Admission 28-30

Rooms, Regulations 109-110

Scholarships 97-100

Self-help 108

Spanish 77-78

Special Students 31

Standing Committees 7, 13

Student Activities,

Participation in 94

Students, List of 113-121

Summer School 112

Thesis 35

Trustees, Board of 6

Y. M. C. A. and Y. W. C. A. 89

Guilford College Bulletin

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The College Question

The Senior in High School asks, "Shall I go to college?"

The Man of Affairs asks, "What does the college contribute to efficiency and public welfare?"

The Business Man asks, "Does it pay to send a boy to college for four years?"

The Educators are asking themselves, "Are we doing the best possible service for the youth who have ceased to be children but have not yet become full grown men and women?"

Parents are asking, "Where shall we send our children to college?"

We do not presume to answer these questions. Every worthwhile person will make his own answer in his own original way. The high school seniors who have not already done so will give an answer to the college question within a few weeks. We are simply making some suggestions which any one may well consider in forming his answer to the question.

To the High School graduate there are three courses open.

He may immediately take up the burden of adult life by beginning some business or taking some job whereby he is to earn his livelihood and through which he is to work out his life program.

He may enter upon a technical course and prepare himself for some trade or industrial career or enter such professional schools as accept high school graduates and prepare himself for a profession.

In the third place, he may enter college to prepare himself for those professional schools which will not admit high school graduates without further training, or he may enter college with a view to laying a deeper and stronger foundation for life's super-structure.

During the last days of high school every student decides how big and fine he is going to make his or her life, and as a result takes one of these courses we have just mentioned. It is true that some people continue to study and to develop in their capacity for appreciating the values of life after they have taken the first road we have mentioned, but usually the die is cast, the measure of life is determined when one decides which one of these three roads he shall travel.

To the man who is going into business for business only, simply to accumulate wealth and to enjoy material comforts, the college course may sharpen his tools, may enlarge his capacity for organization but probably is not essential to his success.

The man who merely wishes to gain skill as an electrician or a mechanic or a chemist may secure that preparation in the technical school without college training. But that man who, in addition to business success and material comfort, is seeking largeness of life and abundant service to his fellowmen; who, in addition to skill as a technician, seeks to enter into the larger affairs of his community and of the times in which he lives,—in short, he who wishes a business success plus a life cannot afford to dismiss lightly the call of the college.

It is this idea of richer living and finer service that is at the basis of the purpose and organization of Guilford College. We believe that if one wishes to make the best preparation for life, he will spend his college days in finding out what his race has achieved in Literature, in Science, in Government, and in Religion. He will be willing to spend four years in refining his thinking powers and cultivating skill in the act of expression before he enters the technical schools, before he takes his course in engineering or in law or in medicine. The great man is never in a hurry. He can take time to lay the foundation. He knows how to wait for the harvest.

To cultivate these qualities we have just described, Guilford College offers work in the following twenty departments:

- | | |
|--|---|
| 1. Biblical Literature and Religious Education | 11. Home Economics |
| 2. Biology | 12. Latin |
| 3. Chemistry | 13. Mathematics |
| 4. Education | 14. Philosophy |
| 5. English | 15. Physics |
| 6. French | 16. Political Science, Economics and Business |
| 7. Geology | 17. Spanish |
| 8. German | 18. Piano Music |
| 9. Greek | 19. Vocal Music |
| 10. History | 20. Physical Culture |

Some of the courses in the various departments emphasize the practical and technical application of the cultural subjects in special professions and lines of business. This is especially true of the Department of Education, Home Economics, and the courses in Business.

Special attention is given to preparing students for professional schools, such as the Law School and Medical School and also for the Technical School.

Those who are interested in further information concerning the opportunities at Guilford College should address

The President of the College,

Guilford College, N. C.

Guilford College Bulletin



Summer Session 1926

June 9th to July 31st



General Information

Vol. 19

May, 1926

No. 3

Entered at Guilford College, N. C., as second-class
matter under act of Congress July 14, 1894

OFFICERS OF ADMINISTRATION

Raymond Binford, Ph. D.

President of the College

G. Herbert Cole, M. S.

Director of Summer School

H. Louisa Osborne, A. B. Dean of Women

Maude L. Gainey Treasurer

N. Era Lasley Registrar

Sarah E. Benbow Matron

FACULTY

H. Louisa Osborne, A. B. Latin

Professor of Latin, Guilford College

C. O. Meridith, Ph. D. German

Professor of German, University of Richmond

Ruth Reynolds, A. M. Mathematics

Hershal L. Macon, A. M. History

Maude Simpson Spanish

Mary I. Shamburger, A. M. English

J. Winnifred Cole, A. B. French

Leslie E. Warrick Chemistry

To be announced later Music

Guilford College

Summer Session 1926

GENERAL STATEMENT:—The summer school is no longer an experiment in our colleges. Educational authorities believe in it, and a number of colleges now enroll more students in their summer sessions than in the regular college year. The results at Guilford have been so satisfactory that each year there has been a demand for a larger extension of its work. Last year the enrolment was double that of the previous year.

PURPOSE:—With a carefully selected faculty and well arranged courses effort is being made to meet the needs of students who attend the summer sessions. The time given is long enough to ensure covering sufficient work to justify the credits given. With recreation, social life and constant good fellowship, the summer should prove pleasant as well as profitable to the students who attend.

LOCATION:—Guilford College is situated six miles west of Greensboro, on an important division of the Southern Railway running from Greensboro to Winston-Salem and Asheville. Ten passenger trains pass through daily. Two good hard surface roads lead directly to Greensboro. Busses run to Greensboro and Winston-Salem every hour. The famous Guilford Courthouse Battle Grounds, now a beautiful park, are within walking distance of the college.

The college is fortunate in being located in both a beautiful and healthful section of the state. Since the elevation is more than eight hundred feet above sea-level the nights are generally cool and pleasant, and the climate is more bracing than the lower and more humid

sections. The college buildings are situated in the midst of a beautiful and spacious campus, thickly studded with giant oak trees.

DATES OF SESSION

The Summer School will open at 8 a. m. Wednesday, June 9th, and will close at 12 o'clock, noon, Saturday, July 31st. Recitations will be held six days a week. All students should be on the campus ready to register by 8 a. m., June 9th.

REQUIREMENTS FOR ADMISSION

1. All students must be of good character.
2. High school pupils will be admitted without certificate to the high school courses.
3. The entrance requirements for college students will be the same as those laid down in the regular catalogue. (The latter can be secured by writing the President of the College.)

CREDITS

The maximum credit allowed high school pupils will be $1\frac{1}{2}$ units.

The maximum credit allowed college students will be eight semester hours.

A college course of three semester hours credit will meet six hours a week throughout the summer session. A course of six semester hours credit will meet twelve hours a week. Credit for each course, high school and college, is indicated where such courses are listed.

EXAMINATIONS AND GRADES

The last day, or two days, of the Summer School will be devoted to examinations.

Grades will be sent to the parent or guardian soon after August 1st.

EXPENSES

All fees are to be paid on or before registration day, June 9th. Money sent in before the

opening will be refunded if the student does not attend the Summer School.

Board and room, including hot and cold water, electric light, and laundry: \$40 for the session.

Tuition for each semester hour of credit: \$3.35.

Tuition for high school pupils: \$20 for each unit.

Tuition for music students: \$20 for the session. Students who wish to take music and literary work should apply to the Director of the Summer School for rates, stating what courses they wish to pursue in addition to music.

WHAT TO BRING

Every student should bring bed linen, covering, pillow, napkins, towels, and a laundry bag. Books and stationery may be purchased at the College Book Store. On account of the limited number of courses a student may take, the expense of buying books will be very light.

ACCOMMODATIONS AND EQUIPMENT

The entire college plant will be at the disposal of summer school students.

Boys will room in Cox Hall. This dormitory is modern in arrangement and equipment. It has five sections; each section has a separate entrance, and is divided from adjoining sections by fireproof walls. There are separate shower baths and lavatories for every group of four rooms.

Girls will room in Founders Hall. The rooms have lately been refinished and new furniture added. It is equipped with modern conveniences. Girls room on the second and third floors. On the first floor are the dining room, girls' society halls, reception rooms, and rooms of some of the faculty members. This building will be under the supervision of an experienced matron.

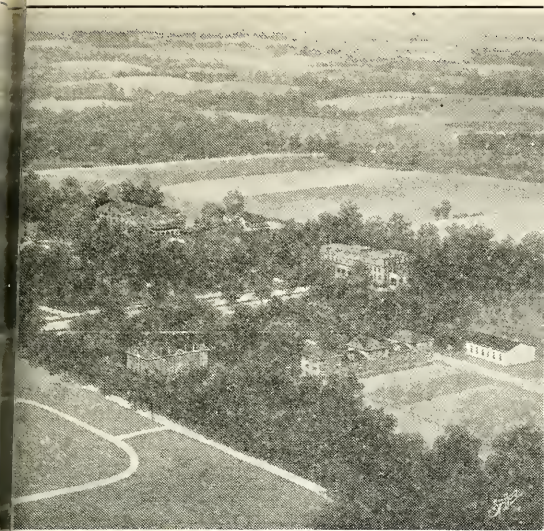
The Dining Room is provided with wholesome products from the college farm and dairy.



GUILFORD

Guilford was founded in 1837. The College occupies 100 acres of campus, field and woodland. The College has a fine herd of carefully selected Guernsey cattle. A fine herd of carefully selected Guernsey cattle is kept on the farm to the east of the campus. The college has a fine herd of carefully selected Guernsey cattle. The college has a fine herd of carefully selected Guernsey cattle. The college has a fine herd of carefully selected Guernsey cattle.

The far row of buildings are (from the left): Hall, New Garden (girls') Dormitory, Cottage, Y. M. C. A., Archdale (boys') Gymnasium.



COLLEGE

property consists of two hundred and ninety
ous and athletic fields occupy about thirty
cattle is housed in a well appointed dairy
able is supplied abundantly with milk and

The Church, Memorial Hall, Library, King
founders Hall. The front row are (from the
Dormitory, Cox Hall (boys') Dormitory and

The Library Building is practically new, is modern in every respect, and has abundance of light and space. It contains more than ten thousand volumes. A large number of papers and many types of magazines are available to students in the Reading Room.

The Museum in Memorial Hall contains collections of minerals, fossils, shells, marine animals, mounted birds and animals, and other interesting exhibits. The cabinet in the Library has more than two hundred varieties of birds' eggs, numbering over twelve hundred specimens. In this cabinet are also many types of birds' nests.

RECREATION

Guilford is in the country, amid fresh air, green hills and green trees. Shady winding roads abound, admirable for hiking in the early morning, or at evening in time to view the beautiful sunsets. On the campus athletics are provided for in the Hobbs Athletic Field, a graded tract of ground containing three acres. It has a baseball field and is surrounded by a quarter-mile running track. The gymnasium has a basketball floor 50x76 feet. Ten tennis and two volley-ball courts will be available. Places for swimming are near by.

RELIGIOUS LIFE

Summer school students will be warmly welcomed at the Sunday School and Meeting at the Community Church on the Campus.

COURSES

Students who are thinking of attending the Summer School should read carefully these suggestions:

1. The courses laid down in the Announcement are the ones proposed; but others may

e given in any department provided a sufficient number of students desire a certain course.

2. In view of this fact, students should make their application as early as possible and state the courses they wish to take (although such courses may not be listed in the Announcement) and the scheduled courses they would wish to take in case those of their first choice could not be given.

3. The Director will be glad to answer any questions concerning the Summer School.

Courses primarily intended for high school pupils are numbered in arabic figures; those for college students are numbered in roman figures. The S preceding the number of a course is employed to distinguish a course of the same numbering given during the regular session. The symbols *a* and *b* following a course number indicate courses that are given during the first and second semester of the regular college session.

ENGLISH

High School

English s4a and b—Fourth Year High School English. Grammar, themes, readings in prose and poetry. Credit, 1 unit.

College

English sIa and b—Freshman Composition and Rhetoric. A study of matters pertaining to good usage. Themes, reports, readings, discussions. Texts: Wooley's *Handbook* and Slater's *Freshman Rhetoric*.

Credit, 6 hours.

English sIIa—Survey of English Literature. Readings in prose and poetry from Chaucer through the eighteenth century, and a study of the literary history of the times.

Credit, 3 hours.

English sIIb—Survey of English Literature. A continuation of course *IIa*. The chief writers of the nineteenth century. Credit, 3 hours.

FRENCH

French s1a and b—An Introductory Course to French. Grammar, translating, pronunciation. Open to high school and college students. Credit, 1 unit; or 6 hours.

GERMAN

German s1a and b—An Introductory Course to German. Grammar, translating, pronunciation. Open to high school and college students. Credit, 1 unit; or 6 hours.

LATIN

High School

Latin s3a and b—Caesar. Translating, syntax, discussions. Credit, 1 unit.

Latin s4a—Cicero. The four orations against Cataline. Translating, syntax, discussions. Credit, 1 unit.

Latin s4b—Virgil. Four books. Translating, syntax, discussions. Credit, 1 unit.

SPANISH

Spanish s1a and b—An Introductory Course to Spanish. Grammar, translating, pronunciation. Open to high school and college students. Credit, 1 unit; or 6 hours.

HISTORY

High School

History s4a and b—Ancient History. Readings and discussions. Credit, 1 unit.

College

History s1a and b—Medieval and Modern History. The history of western Europe; the rise of papacy, the crusades, the Renaissance, the Reformation, the French Revolution, and the development of modern Europe. Credit, 6 hours.

MATHEMATICS

High School

Mathematics s3a and b—High School Algebra. A thorough course in elementary algebra, consisting of a rapid review of factoring, fractions, linear equations, and systems of equations. A full study will be made of fractional and negative exponents, radicals, quadratics, and progressions. Credit, 1 unit.

Mathematics s4a and b—Plane Geometry. Credit, 1 unit.

College

Mathematics s1a and b—Mathematical Analysis. A careful study of some of the elementary functions and their representation. Algebraic principles and their relations to geometry are considered. Special attention is given to linear, quadratic, cubic, trigonometric, logarithmic, and exponential functions. For Freshmen. Credit, 6 hours.

EDUCATION

High School

S7a; s8b—Principles and methods of elementary school teaching, adapted to the needs of the class.

S1a; s4b—Principles and methods. Classroom management, including the best principles and methods of modern high school teaching. Credit, 1 unit.

MUSIC

*Piano—*Each pupil will be given individual instruction and guidance according to his peculiar needs.

*Harmony—*The course will be adjusted to meet the needs of the pupils.

*Theory—*The course will be adjusted to meet the needs of the pupils.

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ALUMNI NUMBER

14
Guilford College
Bulletin



Published Bi-Monthly by Guilford College

AUGUST, 1926

GUILFORD COLLEGE, N. C.

Guilford College Bulletin



ALUMNI NUMBER

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Entered at Guilford College, N. C., as second-class matter, under
act of Congress of August 24, 1912.

Officers and Committees of the Guilford College Alumni Association, 1926-1927.

OFFICERS

President John B. Woosley, Chapel Hill, N. C.
 Vice-President Paul S. Nunn, Winston-Salem, N. C.
 Secretary Era Lasley, Guilford College, N. C.

COMMITTEES

Executive Committee—C. C. Smithdeal, Chairman, term expires 1927; Algia I. Newlin, term expires 1927; Edgar H. McBane, term expires 1928; H. Sinclair Williams, term expires 1928; Mary M. Petty, term expires 1929; A. K. Moore, term expires 1929.

Trustees of Loan Fund—Laura D. Worth, Chairman, term expires 1927; J. Hal Lassiter, term expires 1929; N. Era Lasley, term expires 1931.

Committee on College Policy and Endowment—Emma King, Chairman; D. Ralph Parker, C. C. Smithdeal, A. K. Moore, H. Sinclair Williams, Mrs. Richard Hollowell, D. D. Carroll, S. Addison Hodgins, W. P. Henley.

Christian Work Committee—Clara I. Cox, Chairman; F. Walter Grabs, Alva E. Lindley, Paul S. Kennett, Hugh W. Moore.

Athletic Committee—E. H. McBane, Chairman; R. S. Doak, J. Benbow Jones, Norman A. Fox, H. Bascom Shore, Nereus English.

Publicity Committee—John Webb Cannon, Chairman; Hervie N. Williard, E. C. Perisho, David J. White, Harvey Dinkins.

Literary Committee—Era Lasley, Chairman; Joseph H. Peele, Blanche Dixon, Geneva Highfill.

Campus Committee—Paul C. Lindley, Chairman; Gertrude Hobbs Kœrner, Roger C. Kiser.

Reception Committee—Katherine C. Ricks, Chairman; Katherine Campbell White, Laura D. Worth, Mabel Robertson, Marianna White Johnson.

Auditing Committee—J. Hal Lassiter, Chairman; Fred H. Morris, Terry D. Sharpe.

Minutes of June Meeting.

The Guilford College Alumni Association met in Memorial Hall at 7:00 o'clock Monday evening, June 7th. The meeting was called to order by the president, D. Ralph Parker. The secretary called the roll by classes—revealing an unusually large attendance.

After the reading of the minutes of the meeting held June 8, 1925, the motion was carried that, with the exception of the report of the Executive Committee, the reading of the reports of officers and committees be dispensed with.

In presenting the report of the Executive Committee C. C. Smithdeal, the chairman, read only two items. The first item was a recommendation from the committee that the annual dues of the Association be increased to \$3.00 plus. The second was the result of the election of officers for the Association for the year 1926-27. The officers elected were:—President, John B. Woosley; Vice President, Paul S. Nunn; Members of the Executive Committee, Mary M. Petty and A. K. Moore.

The motion was carried that the order of business be changed and that the senior class be received into membership at this time. President Parker read a list of the members of the class and asked Anna Mendenhall of the Class of 1909 and A. W. Hobbs of the Class of 1907 to escort them into the meeting. The speech of welcome to the class was made by the president.

Under the head of New Business Joseph H. Peele of the Class of 1891 read very fitting memorials for the members of the Association who had passed away during the past year. Memorials were read for Jeremiah S. Cox, Sarah E. Benbow, Gretrude W. Mendenhall, Arthur Lyon, and Mary Massey Pearson. The meeting authorized the secretary to have these memorials printed in the Alumni bulletin.

The recommendation of the Executive Committee that

the annual fee be increased to \$3.00 plus was then discussed. Talks in favor of the increased fee were made by C. C. Smithdeal, Jos. D. Cox, Laura D. Worth, and Richard Hobbs. The Association decided that the annual fee after the year 1926-1927 be \$3.00 plus.

President Raymond Binford gave a short report of some of the things accomplished by the college during the past six years, and presented an outline of the proposed future program for the college, which program had already been accepted by the Board of Trustees. (A summary of President Binford's speech will be found elsewhere in the Alumni bulletin.) Edwin Brown, representing the student body, read resolutions adopted by the students to further this program. After some discussion, the motion was carried that this meeting of the Association go on record as endorsing the future program of the college as outlined by President Binford.

The first item on this program was the raising of \$50,000.00 additional endowment by September 1st. President Binford asked the advice of the Association about putting this matter before some of the local clubs during the summer. The suggestion was made that a committee be appointed from the Association to work out with Dr. Binford the details of a plan for raising the additional endowment. The motion was carried that such a committee be appointed by the incoming president.

John B. Woosley was then installed as president. After a short speech by the new president the meeting adjourned to attend a reception given in honor of the Senior Class.

Era Lasley,
Secretary.

REPORT OF THE PRESIDENT

The year just closing has been one in which all friends of Guilford College may take much satisfaction. Much excellent

work has been done by the executive management, by the faculty and by the student body. Many gratifying results have been obtained. These cannot be enumerated in this brief report, but a few particularly significant accomplishments should be mentioned. The preparatory department has been discontinued. All students attending Guilford this year have been of college grade. Nevertheless, approximately three hundred students registered during the year, a record enrollment. The income producing endowment of the college has been brought up beyond the half million mark.

The college is out of debt and the net value of plant and endowment has been more than doubled in five years.

These pleasing accomplishments are in part due to the loyal support given to the executive management by old students and alumni of the college and should stimulate all friends of the college to greater efforts in her behalf. There is much yet to be done and we bespeak your hearty and loyal support to the forward looking program that will be presented to you by President Binford. It is vitally important that Guilford secure membership in the Southern Association of Colleges and we must use every possible effort to this end.

The work of the Association this year has been largely of a routine character. The financial affairs were found to be at a low ebb. The administration has tried by economy to conserve the little that we have and, by trying to arouse interest among the members to increase our income. In this effort we had the hearty co-operation of the staff of the Guilfordian. The Executive Committee has given much thought to the finances of the Association and is presenting to you the recommendation that the annual dues be increased, with the hope that you will adopt this recommendation. To function, the Association should have an annual income of at least five hundred dollars, and an income of two thousand dollars could be used to good advantage. During the past five years the average income of the Association has been less than two hundred and fifty dollars.

Guilford is an Alma Mater of whom we may justly be proud. In her program of progress, she needs our aid. There is a real

service for the Alumni association to perform. It is, therefore, important that the organization be maintained and its efficiency be increased. We urge every old student and graduate of Guilford to rally with loyalty to the support of the new administration in its endeavor to accomplish this end.

D. Ralph Parker,
President.

REPORT OF EXECUTIVE COMMITTEE

During the past year the Executive Committee of the Guilford College Alumni Association held five meetings.

Early in the year the Association undertook to increase the membership by sending out news letters about the college and by sending three numbers of the Guilfordian to Alumni and old students. Although the membership was increased, the increase was not sufficient to take care of the expenses of the Association.

The Executive Committee, realizing that since the membership could not be increased to a number sufficient for the dues at two dollars per year to take care of the operating expenses, recommended to the Association at the meeting in June that the annual fee be raised to \$3.00 plus. We figured by the \$3.00 plus, that the minimum fee should be \$3.00 and the members pay any additional amount they should wish.

The Executive Committee feeling that something should be done to keep the Alumni and old students in closer touch with the college, decided to have reunions at the Commencements of certain classes each year. The first group of reunions to be held this year of the classes from 1916 to the present class. This was given considerable publicity.

It was deemed wise to attach more ceremony to the reception of the graduating class into the Alumni Association. Dr. D. D. Carroll was invited to make the address of welcome.

The Committee selected the following list of candidates to be voted on for the officers of the Association:

President: John B. Woosley, Hardy Carroll.

Vice-President: Paul Nunn, Fletcher Bulla.

Executive Committee: Sinclair Williams, Mary M. Petty, A. K. Moore, Clara I. Cox.

The Secretary had this ballot printed and sent to all Alumni and about one thousand former students who are eligible for membership in the association. The ballot has been canvassed and we find that the following have been elected:

President: John B. Woosley.

Vice-President: Paul Nunn.

Executive Committee: Mary M. Petty, A. K. Moore.

Respectfully submitted for the Committee,

C. C. Smithdeal, Chairman

REPORT OF CHRISTIAN WORK COMMITTEE

The principal agencies carrying on religious work at Guilford College have been the Young Men's and Young Women's Christian Associations. These organizations have held regular prayer meetings every Thursday evening. At these meetings there have been a number of outside speakers,—some of the visitors emphasized social service and gave the students a more complete understanding of the needs of society to-day. Among other visitors were Miss Anne Wiggins, who led the student pilgrimage in Europe last summer. She spoke of conditions in war-stricken areas and told how students in America might assist students in Europe to continue their college work. Dr. Elbert Russell visited the college and brought a number of helpful messages. Dr. Elihu Grant of the Haverford Graduate School spent several days on the campus and spoke in the interests of Peace and International Goodwill.

Perhaps the thing that meant most to the Guilford students in the way of real Christian fellowship was the series of meetings conducted by Tom A. Sykes of High Point. He spent five days at the College and held many meetings with both the boys and girls, and they responded heartily to his messages. Prayer groups were organized and resulted in a warmer fellowship on the campus.

Elizabeth Marsh, Secretary of the Young Friends Activities of the Five Years Meeting, visited the College in February, and

through her suggestion the two cabinets of the Christian Association established what is known as the Guilford College Forum,—an organization which met twice a month and had as its purpose the studying of questions relating to national and international problems. The Japanese Exclusion Act was discussed.

The Bible Study Committee of the two Associations carried on very successfully the College Sunday School. The purpose of the Sunday School was two-fold: first, Bible study, or as a young woman, a Freshman, put it, "To study the Bible and see how it can be applied to our own lives;" second, to train students in Sunday School work. To carry out the first purpose each student was enrolled in a class and expected to attend. Competent teachers are secured either from the faculty or from a group of other interested persons. All of the officers are students and these are changed frequently so that a larger number may be used. Each Sunday morning some student gave a talk before the entire school on a topic of his or her own choice, a boy speaking one Sunday and a girl the next. For a great part of the past school year an orchestra was a feature of the school.

The Christian Endeavor Society has been very active the past year and the new students have taken part in the meetings and acted as leaders.

Clara I. Cox,
Chairman of Committee

REPORT OF THE ATHLETIC COMMITTEE

A summary of athletics at Guilford College during the past school year of (1925-26) shows most of the characteristic variations, successes and reverses of the average athletic club. Required participation has for a number of years been the athletic policy of Guilford College, as the best means of insuring the necessary recreation for students. This has been slightly interrupted during the second semester, due to the loss of the athletic director for young women. However, a number of the women students helped to keep up interest in recreation.

During the past two years hockey has been a popular outdoor sport among the young women. Rather strong class teams have

been developed. Baseball, tennis and hiking are other wholesome outdoor sports for the young women, while during the winter, basketball draws a greater part of the women students.

The athletic record of the men has been varied. Many students and members of the association were disappointed with the showing made by the football squad. In spite of continued losses, the season was worth a great deal. Nearly forty young men received daily instruction and recreation, and some good material was developed. The squad loses two veteran line men, Jack Harrell and Elton Warrick, members of the Senior Class.

The basketball squad has been the strongest and best balanced, that Guilford has had in recent years. Coach Doak had many fairly good players from the Freshman Class to bolster up his varsity and build a Freshman team. The season was a success. The games won greatly outnumbered the defeats, and victories were scored against some of the strongest teams of the state.

Very little interest was shown in track.

The tennis squad loses two members of the Senior Class, Otis Burke and Edwin Brown. This sport furnishes regular recreation for a good many young men.

The high spot of the baseball season aside from two spectacular home games was a fine trip through Virginia, which resulted in one defeat, three victories and one tie. The season has been the most successful one that Guilford has known since 1918. Besides games won this season has produced four young pitchers who show promise of developing into an excellent pitching staff. Richard Ferrell, veteran catcher, was voted receiver for the all-state-team. N. C. English and French Smith are the members of the baseball team who received diplomas.

During the past year a number of members of the association have started a loan fund to assist worthy college students who have made creditable records in scholarship and athletics since entering Guilford College. This fund was started by the Letter Men's Club, and the money has been deposited with the college treasurer.

Many times during the past year friends of Guilford College

have heard members of our teams spoken of as "fine sportmen" and "clean athletes."

Respectfully submitted,
A. I. Newlin, Chairman.

REPORT OF PUBLICITY COMMITTEE

The Publicity Committee itself has really not done so much work this year, but would like to call attention to special work that has been done by others.

Dr. E. C. Perisho has given a great deal of time to visiting High Schools and delivering Commencement addresses throughout the state to graduating classes, which had advertised the college better perhaps than the college could have been advertised in any other way.

Splendid programs have been rendered in various sections of the state by the College Glee Club and Orchestra during the past year, which has also been a splendid advertisement for the college.

Three copies of the Guilfordian were sent out to all graduates and to most of the old students of Guilford College during the month of October. The Alumni Association also sent out some news letters to the Alumni and old students.

The Committee especially wishes to thank John Webb Cannon for his article on Miss Louise Osborne in the Daily News of September 27th, and for other items about Guilford College which he wrote for the Daily News.

The newspapers throughout the state have been very liberal with their news items about the college, for which we wish to express the appreciation of the committee.

Respectively submitted,
C. C. Smithdeal for the Committee.

THE REPORT OF THE LITERARY COMMITTEE

The Guilfordian remains the spokesman for student activities and ideals. The work of Harvey Dinkins, '26, as newspaper correspondent has been a credit to his class and the college. He has kept four prominent dailies, the Charlotte Observer, the

Raleigh News and Observer, the Winston Journal and the Greensboro Daily News, supplied with Guilford happenings; and his feature stories in the Greensboro Daily News have been a distinct addition to the recorded traditions of Guilford's history. These articles will prove valuable in future years when those now living, who are familiar with these facts, will no longer be here to tell the story.

The North Carolina College Press Association held its annual convention at Guilford this year. About sixty young men and women from the various educational institutions of the state met for counsel and discussion regarding the work of the college press. Byron Haworth of the Guilfordian staff was elected President of the Association for the coming year.

The college this year had the unusual distinction of having in its graduating class a young woman whose literary talent turns to poetry. Indeed her graduating thesis consists of fifty poems which promise work that ought to place her among our recognized North Carolina poets. We present below two poems selected almost at random from the pen of this young woman—Miss Geneva Highfill.

BRING ME ROSES, JUNE.

Bring me roses, June,
Riots of rich roses—
 Red, yellow, pink, white—
But mostly I want red ones.
I want deep red, velvety roses,
 Buds,
Tender little buds, I love them.
And full blown roses—
Roses that lay their very hearts bare.

April brought me dashing daffodils,
That spilled the gold from their cups
 Upon the miserly world.
April brought violets too,

Tender, modest, shy little things they were.
Weeping April brought them, and I
Loved them all.

Laughing May brought daisies—
Great fields of daisies.
And fields of clover blooms—
Red and white and pink—
And four leafed clovers, too.
Honeysuckles breathed sweet breaths
Upon the evening air.
I loved what laughing May brought us.

But June, warm June, I want your roses—
Gardens full of them;
Rambling roses,
Riots of rambling roses.
Bring me red roses—
Bring me roses, June.

DREAM SHIPS

I sent a thousand ships out
Upon the ocean blue.
I sent a thousand dreamships
A sailing on to you.

They were all loaded with cargoes,
Shipments of costly love,
My little dream ships sailing.
Beneath the stars above.

I watched them as they sailed on,
And on and out of sight.
I watched the dripping sails as
They passed into the night.

I've heard no blast of fog horn;
 I've heard no call—"Ahoy!"
 Yet a message from my ships—"Safe"
 Would bring my heart much joy.

I know the seas are rugged;
 I know the salt winds blow—
 O, will my ships reach harbor
 When the ebb tides flow?

O, may my ships, sail safely
 And reach your welcome shore,
 And make exchange of cargoes
 And sail back home once more!

Joseph H. Peele, Chairman.

REPORT OF TREASURER OF GUILFORD COLLEGE ALUMNI ASSOCIATION, 1925-1926

Receipts

June 6, 1925.	Cash on hand	\$162.91
	Received from fees for 1925-26 since June 6	92.00
June 7, 1926.	Received from fees for 1926-27	258.00
June 5, 1926.	Received from life membership fee	25.00
July 1, 1925.	Received from interest71
Oct. 1, 1925.	Received from interest89
Jan. 1, 1926.	Received from interest68
Apr. 1, 1926.	Received from interest73
Total Receipts		\$540.92

Disbursements

June 9, 1925.	Paid to James Joyce, manager of Guil- fordian, as part payment on 1924-25 appropriation	\$ 50.00
June 10, 1925.	Paid for post cards50
June 10, 1925.	Paid to James Joyce, manager of Guil- fordian, remainder of 1924-25 appropria- tion	50.00

Oct. 28, 1925.	Paid to R. E. Hodgin for 1000 envelopes	21.98
Nov. 2, 1925.	Paid to Greensboro Rubber Stamp and Multigr. phing Co. for multigraphing 1500 letters	11.75
Oct. 31, 1925.	Paid to Kendall Printing Co. for printing 1500 check forms	6.00
March 15, 1926.	Paid to R. E. Hodgin for 2000 envelopes	43.96
Apr. 1, 1926.	Paid for stamps	30.00
Apr. 21, 1926.	Paid for stamps	1.00
Apr. 28, 1926.	Paid to Golden Rule Press for printing 2000 ballots	6.00
Apr. 28, 1926.	Paid to Golden Rule Press for 1500 envelopes	7.50
Apr. 28, 1926.	Paid to Golden Rule Press for printing 2500 copies Alumni News	19.50
May 5, 1926.	Paid Miss Gainey for one-half cost of cut in Alumni News	2.25
May 14, 1926.	Paid Edwin Brown, manager of Guilford- ian, as part payment of 1925-26 appropria- tion	50.00
May 31, 1926.	Paid Dixie Multigraphing Bureau for Mul- tigraphing 600 letters	8.00
June 2, 1926.	Paid Edwin Brown, manager of Guilfordian, as part payment on 1925-26 appropriation ..	50.00
June 4, 1926.	Paid Edwin Brown, manager of Guilfordian, remainder of 1925-26 appropriation	50.00
June 4, 1926.	Paid Miss Gainey for telephone call15
	Total disbursements	<u>\$408.59</u>
June 7, 1926.	Cash in bank	53.73
June 7, 1926.	Cash on hand	<u>78.60</u>
		<u>\$540.92</u>

Era Lasley,
Treasurer.

Audited and found correct:

June 7th, 1926
Paul S. Nunn,
H. N. Williard,
T. D. Sharpe.

REPORT OF THE ALUMNI LOAN FUND BOARD 1925-1926.

Receipts.

6-8-25	Cash Balance in Bank	\$486.77
6-7-26	Received on payment of notes	83.63
6-7-26	Received Interest on notes	50.16
6-7-26	Received Interest Bank Deposit	18.03

Disbursements

1-6-26	Paid (one) Loan	\$100.00
6-7-26	Balance in Bank	538.59
		<hr/>
		\$638.59 \$638.59

For the Committee,
Laura D. Worth.

Audited and found correct:
Paul S. Nunn, Chairman
H. N. Willard
T. D. Sharpe.

Treasurer.

GUILFORD'S RECENT ACHIEVEMENTS AND PROGRAM.

Unquestionably the most interesting and vital moments of the June meeting of the Alumni Association were those given over to the address of President Binford in which he detailed the progress made by our Alma Mater during his incumbency and outlined a program for the next decade. To some of us, at least, the summary statement of the achievements of the college in the brief span of eight years just passed disclosed a rate of progress both startling and gratifying. The Bulletin can do no better than pass this summary on to the Alumni in the identical words of Dr. Binford. It is as follows:

"As Alumni and benefactors of Guilford College you will be interested in the following facts concerning the growth and usefulness of the college:

1. The increase of college students from 112 in 1919 to 290 in 1926.	
2 Preparatory Department discontinued as a result of the growth of public high schools.	
3. Cost of operating the college increased from \$35,000 in 1919 to \$70,000 in 1926.	
4. Endowment increased from \$181,000 in 1919 to \$500,000 in 1926.	
5. Indebtedness \$70,000 in 1919—now no debt.	
6. The college has raised in eight years:	
For paying indebtedness and operating expenses	\$183,088
For endowment	319,000
	<hr/>
Total	\$502,088
Pledges due this spring and summer	80,000
	<hr/>
	\$582,088

"These achievements are creditable ones. They show the loyalty of our many friends and assure the perpetuity of the college in its service to our people."

The applause which greeted the pregnant statement of Guilford's achievements would do credit to an old time announcement by wire that Guilford's baseball team with Ernie Shore pitching had just stood Carolina on her head for the third consecutive year or that Tom Zachary in the invasion of South Carolina had won his fifth victory in a week, the latest victim being Clemson College. Certainly we can all rejoice in the fact that the college was saved from threatening lapse into inactivity and possibly a precipitate fall into the ranks of the junior college institutions. To those of us who hold a much cherished degree from Guilford, the possibility of our institution being left behind in the forward movement of educational progress was seriously alarming. Our own vested interests demanded action.

But this uneasiness was dispelled by the combined efforts of administrators, trustees, alumni and friends in a way which cannot but kindle in every Guilford heart a feeling of pride and gratitude. Listen again to the record: College student registra-

tion increased from 112 to 290, preparatory department eliminated, thus removing the possibility of confusing our college with a dignified finishing school, a hampering debt wiped out, and endowment raised from \$181,000 to \$500,000. These are real achievements. Let there be no doubt as to that. Real obstacles have been met and mastered.

But what of the future? Again the Bulletin can do no better than to revert to the words of Doctor Binford. Hear him again as he sounds the call of the future:

"Guilford College does not wish to escape the necessity of using all the funds entrusted to it with great care, but even with the strictest economy we are unable to meet the standards required of the modern college. As a result, some of our graduates are unable to enter some of the best medical and other professional schools. We must secure membership in the Southern Association of Colleges.

"We are sure you will be interested in knowing just what steps we propose to take in the further development of the college. Before deciding on any other goal, we must determine how large a college we propose to have. Careful investigations lead us to believe that 300 students, 150 women and 150 men, is an ideal number with whom to do first class college work. Our dormitory space and day student enrollment provide for approximately that number. Our problem, therefore, is to round out other equipment and our endowment so as to adequately take care of 300 students.

"In the first place, a college of this size should have an endowment of a million dollars. For the minimum efficient organization we must have \$750,000. To carry out our progressive program in the effort to meet the salary schedule required by the Southern Association of Colleges, we must have \$100,000 added to our endowment by the first of September.

"In the second place, to complete our material equipment for 300 students, we should build additional classroom and laboratory space at a cost of \$90,000; a building to provide for recreation and physical culture at a cost of \$90,000 and should spend on remodelling and repairing our present buildings a sum of \$20,000.

"The Trustees propose, therefore, to endeavor to raise \$100,000 more for endowment before the first of September; then to increase our endowment as rapidly as possible up to \$750,000; then to raise \$200,000 for building purposes; then add enough more to the endowment to make it a million dollars. The total additional subscriptions necessary to complete this program amount to \$620,000."

Here then in plain, unmistakable terms are the plans for the ensuing decade. Note them carefully, study them thoroughly and criticize them freely. The Bulletin wishes to call attention to the sequence of the proposed program, a program which, be it understood in the outset, has come not as a thunderbolt from a clear sky but as a result of years of careful deliberation and study. What does the administration propose to do? what is the sequence of the steps as proposed? how long shall be allowed to carry out these plans? These are questions which must be answered.

First of all, let all who run and read observe the definite announcements of the administration that Guilford has no ambitions in the direction of size. We want three hundred students at Guilford College, only ten more than we had last year, says Doctor Binford. The lure of large numbers makes no appeal to our President. Do you agree with him on this point? It is a vital part of the proposed program.

In the next place, what is necessary to do highly effective work with a student body of three hundred? The answer is given in elastic terms, a minimum endowment of \$750,000 with an alternative ideal endowment of \$1,000,000 and physical equipment improvements amounting to \$200,000 which would provide for an additional class room building and a physical education building together with a renovation of the present equipment. Simply stated, the plan calls for two new buildings and a goal of a million dollar endowment. Here again may we pause to ask you, fellow-alumni, what you think of the goal which has been set. Is it too stupendous? Is it practical? Can it be achieved within the coming decade?

Finally, what shall be the order of march in this forward

movement? As outlined by the administration, it is to be as follows: First, to increase the endowment to \$600,000 by September 1st, in order to meet the requirement of the Southern Association of Colleges? This step is imperative if we are to protect the future of our Alumni. The necessity for the immediate completion of this part of the program can be recognized at a glance when we are informed that a member of this year's graduating class was refused admission in a standard professional school because of the fact that Guilford was not on the accredited list of Southern Colleges.

Once Guilford has become a member of the Southern Association of Colleges, it is then proposed that efforts to increase the endowment to \$750,000 be made. Upon the successful conclusion of this part of the program, it will then be in order to add to the physical equipment by building another class room building and a gymnasium. And finally, the close of the decade should see Guilford with a million dollar endowment where-upon a centennial celebration will be in order, 1837-1937.

Such is the schedule which Doctor Binford has outlined for Guilford. What does Guilford think of it? The student body has heartily and unanimously approved the plan. Representing the student body, Edwin Brown appeared before the Alumni Association in June and submitted the following resolutions:

"We, the Student Body of Guilford College, appreciate the efforts which have been made in the past and which are now being made by the Alumni, the Trustees and the Administration to maintain the high morals and high scholastic standards of our institution. Therefore, we believe that the benefits accruing to Guilford College, her students and her graduates, from membership in the Association of Colleges and Secondary Schools of the Southern States will be of so great significance, that we urge her friends to join hands in a plan which will make this possible.

"The important thing, we believe, however, is not merely achieving membership in this Association of Colleges but the inauguration of a plan which will make for continued betterment and improvement of our College.

"With these facts in view we heartily approve and pledge our support to the Trustees and the Administration of the College in their efforts to bring about these desired ends and endorse the following plans:

Order of Program

1. Collect \$30,000 still due on pledges.
2. Secure \$50,000 additional subscription by Sept. first.
3. Secure subscriptions for \$150,000, more for the endowment, making the endowment \$750,000.
4. Raising \$90,000 to complete King Hall.
5. Raising \$90,000 to build gymnasium and recreation center.
6. Raising \$20,000 for repairing and remodeling."

It is now in order for the Alumni to express their views, individually and collectively. The Association at its regular annual meeting in June went on record as unanimously favoring the plan and authorized the appointment of a committee to co-operate with Doctor Binford in carrying forward the proposed program. Accordingly, the Committee on College Policy and Endowment has been constituted as the logical one to assist in this movement. But a committee can only serve as a clearing house. The college administration is anxious to have the individual reactions to the program. What do you think of it? Do you agree as to the ideal toward which we should work? Do you think that the order of the program is correct? Do you believe that it can be accomplished in five, ten or how many years? Are you behind the movement indicated?

If you, as an individual alumnus have any definite suggestions or criticisms to make, it will be highly appreciated if you will write either to President Binford or to the President of the Alumni Association.

The challenge has been made. Are the Alumni ready to meet it? Are we with the administration and the student body? Shall the history of the coming decade be written in achievement and the centennial crowned in a celebration of success? These questions the Alumni must help answer.

JEREMIAH S. COX.

On account of his long life, constantly devoted to what he conceived to be right, and because of his singular adherence to the path of duty in the affairs of the church to which he belonged, Jeremiah S. Cox occupied a place of very high esteem in the hearts of all who intimately knew him. His unwavering interest in Guilford College and the school out of which it grew was a source of strength and encouragement for nearly fifty years to those who wrought by his side.

He was chosen one of the Trustees of New Garden Boarding School in 1877, and continued through the remaining years of the school, that is, till the end of the school year 1887; and continued as a Trustee of the College until his death, an unbroken period of service for forty-nine years.

In all these years no event that marked a forward step in education in North Carolina Yearly Meeting, ever failed to bring him a sense of gratitude and deep satisfaction.

He believed with all his mind and heart in the high aim of Guilford College and in the paramount importance of education in general as the only means of preventing deterioration of civilization and the loss thereby of power in the church and in the state. So keenly did he feel an abiding religious interest in Guilford College that in the time of sore need—times of crises which brought to the surface his inward certainty of Guilford's future—he showed his faith by a large contribution for the erection of a boys dormitory, named in honor of him and his beloved wife. He courageously and boldly took a forward step at a time when doing so marked his unique confidence in the future of Guilford, and continued to point the way of success. He endowed the dormitory which he and his wife had given; and ably helped to bring to pass his hopes and his prayers. He laid down a challenge to other friends of education to do likewise; and with thanksgiving be it said, he lived long enough to see results that verified his vision.

He believed with President Charles W. Eliot who one time proclaimed from our platform in Memorial Hall that there is no other channel so certain of great future results from a benevolent

bestowment of accumulated wealth as is opened by the endowment of colleges and universities.

GERTRUDE W. MENDENHALL.

In the death of Gertrude W. Mendenhall of the Mathematical Department of North Carolina College for Women, Guilford College has lost one of its most loyal and devoted friends.

Although most her life work was done in another institution, her interest and active support of Guilford never abated.

Born upon its campus in the dark days of the Civil War, her father Doctor Nereus Mendenhall being principal of New Garden Boarding School all through this period of stress and storm, almost her entire life the welfare of the school and of the college which grew out of it, lay unceasingly near her heart.

Her education, begun at home when a very little girl, was carried on continuously throughout her life.

The first school that she attended was the Monthly Meeting School at Deep River taught by Julius Weatherly.

In 1878, yet a young girl, she entered New Garden Boarding School, where her work was always of a high order and her influence amongst her fellow pupils was wholesome and inspiring.

The following quotation is taken from a letter received since her death from Mary O. Lamb, a fellow student, and gives a true and beautiful account of her life and character: "With no superfluity of talk or noise of performance, she seemed to breathe out right living and right thinking. She was just six months older than myself and when I first saw her, a young boarding school girl, and later—a college girl—she seemed to me to be all that I wanted to be more than anything else in this world; and she has continued to be a very wonderful ideal. All one can say is, 'Thank God for such lives.' Their lives are our compensation for their loss."

From New Garden School Miss Mendenhall went to Wellesley College, where four delightfully happy years were spent. Having inherited her father's fondness for Mathematics, she naturally majored in that department of study. Following her graduation in 1885, she taught a year at Peace Institute in Raleigh. Then

followed three or four years teaching Mathematics at Guilford.

During the year at Peace Institute, she was associated with **Doctor Charles D. McIver**, who so esteemed her character and ability that as soon as the North Carolina College for Women was ready for the formation of a Faculty, he requested her to take the position which from that time until her death she held with increasing power and influence.

For years Miss Mendenhall was a member of the Advisory Board of Guilford College, and in this position manifested not only her affection for the place, but by her wide vision of the future possibilities of the institution, aided its advancement in every way. By her will she made provision for some assistance for mathematical instruction in the future years.

The following tribute to Miss Mendenhall's ability and character is taken from President J. I. Foust's report to the Board of Directors, to which are appended resolutions, of the Board concerning Miss Mendenhall's long service in the North Carolina College for Women:

"As you know, Miss Mendenhall was one of the charter members of the college faculty, and therefore aided in its organization and in the formation of those ideals which have to a certain extent dominated it during all the years of its history. She was a descendant of a strong family intellectually, morally and spiritually, and during her whole life she held steadfastly to those high conceptions of duty which she doubtless inherited from her ancestors. Her loyalty to the best things in college life was always very marked, and her influence over the students, not only of her own classes but upon the whole student body, is the best possible monument that any one can hope to leave after his departure from this life.

"During the 25 years of my connection with the college I was always deeply impressed by her high sense of duty and her very definite convictions. Both faculty and students will greatly miss on the campus her beautiful Christian life, her wholesome advice and her loyalty to the best things for which this college stands.

"Her excellence of mind and heart; her undivided loyalty

to everything connected with this college; her unfailing and enthusiastic faith in the mission and future of the institution during the early struggling and formative years, from which the beloved founder of this college drew courage and strength as from a refreshing well; her rich scholarship and even-handed justice in the classroom, where her decisions were felt always to be just, and hence, even when adverse, left no bitterness in the hearts of her pupils; her fearless integrity in small matters as well as great; her simple faith and Christian character, and, withal, her understanding and tolerance of the opinions of others; her conscientious discharge of every duty devolving upon her; her willingness to serve anywhere and any time, 'doing the common duties patiently;' her sweet companionableness, unfailing friendliness and tender sympathy, which all those who found themselves in trouble experienced; her unselfishness and thoughtfulness for all with whom she was associated; her unquestioned sincerity. These are some of the traits which will give her an abiding place in the affectionate memory of every member of this Board; these are the traits we wish to put on record for future generations to contemplate, admire and emulate. Truth, honor, integrity, scholarship, character—these are the things she held of highest worth. these are the things for which she stood and strove.

"And while our hearts are heavy with the sense of irreparable loss, it is given us to rejoice that she was enabled to serve this institution almost to the last of her noble and useful life. We rejoice that she lived to see her faith in the college vindicated. We rejoice that, after having borne with the other pioneer workers for the institution, the heat and burden of the struggle, she lived to see the triumph of her efforts in the growth of the college to its present magnificent proportions, and in the national recognition of the institution as a permanent part of the higher educational hope of the country. Most of all we rejoice that her personality has pervaded this institution since its beginning, that she leaves behind thousands of girls taught by her and stirred by this contact to a true sense of values and to richer lives of service. 'To live in hearts we leave behind is not to die.'

"We find comfort in contemplating a life so useful, so full of good deeds, so beautiful; and we find peace in looking forward toward that meeting again in the life which is complete."

The following poem was written by Mrs. Hugh White, nee Augusta Tinsley Graves, a pupil of Miss Mendenhall's at Peace Institute, who ever afterwards was her devoted friend. She married Mr. Hugh White a missionary in China.

"Sturdy, upright, tall and straight,
Mind the body's fitted mate.
Gentle mien, dauntless soul,
Suited, just, harmonious whole.

"Faithful, loyal, loving, kind,
Strong soul, keen mind;
Tempered spirit, golden heart,
Of goodness, Truth, and Right, a part.

"Teacher born, experienced, proved,
High-held, honored, valued, loved.
Toiler tireless, selfless, sane—
A life poured out for others' gain.

"Love for beauty, love for truth,
Joy for joy, for sorrow ruth.
Spirit by God's Spirit filled,
Led, controlled, inspired and stilled.

"Oh that lovely, winsome face!
Oh, that glance of humorous grace!
Aching hearts, 'mid poignant pain,
Would thankful follow in her train."

Augusta Tinsley Graves White.
(Mrs. Hugh White).

Yencheng, Kiangsu, China,
June 16, 1926.

MARY C. M. PEARSON.

Mary Catherine Massey, daughter of Levi H. and Avis Coleman Massey, was born near Dudley, N. C., May 26, 1860, and died at her home near Woodland Church and High School August 6, 1925. (Dudley, N. C., R. F. D. No. 2.)

At Woodland Academy she received her high school training, later attending New Garden Boarding School and graduating in 1887. Continuing her studies as opportunity permitted she graduated at Guilford College in 1892. For four years: 1893-1897: she taught school in Parke County, near Bloomington, Indiana, and for many years in the public schools of Wayne County, N. C.

March 22, 1900, she was married to James R. Pearson to whom she was a true and loving companion, always making their home one of happiness and hospitality. Many persons engaged in the work of education and the Church shared their quiet and unassuming kindness.

A birthright member of the Friends Church, throughout her whole life she gave of her time and means to its service, in the capacity of official membership, the Bible School and other ways. The best interests of the school and community always found her a sympathetic and interested friend, who fully appreciated all efforts to make everything as near perfectly efficient as possible.

During her last illness of many months she bore her suffering without complaint, manifesting the Christian character which she had striven to live with consistency. By her death a faithful worker is lost to the community and church, a place being made vacant which cannot be filled.

ARTHUR LYON

Arthur Lyon will be most lovingly remembered by his surviving classmates of 1891. As a member of the famous old baseball team of those days, he made his mark. As an all round supporter of healthy college athletic activities, he endeared himself to his fellow students. During his Guilford studies he demonstrated that the athlete could also be a keen and brilliant student in the regular studies. He possessed a strong intellect,

a versatile mind, an impressive personality, and a big, sympathetic heart. He was a man who maintained contact with life at every worth-while point. The spirit of helpfulness left no room in his thought for selfishness; such a student was Arthur Lyon.

Upon the completion of his education, he married Roberta Tomlinson of Archdale, N. C. (a fellow student whilst at Guilford), on January 30, 1901, and together they have lived a life of large usefulness and faithful companionship, the precious fruitage of which can never be lost. Arthur Lyon never lost his youth, and his greatest pleasure in life was derived from his association with the children—they were a benediction to him—and he was their hero tried and true. To Arthur Lyon, living was a joy, and death an emblem of victory; a devoted friend and loyal husband; a citizen of the first order; a true friend of the friendless. Without prolonged suffering, and with only short warning, he passed within the vale on the evening of December 2, 1925, after spending an hour of fellowship with his friends.

Truly a great soul has ceased to move among us; he has entered the higher life; his spirit continues to enrich our very life today; thus Arthur Lyon served his generation and fell asleep.

SARAH E. BENBOW

At such times as this—(all too frequent it seems—we feel how little we can do, and how insignificant are words. In fact, the old Quaker way of Silence, silent meditation at funerals, commends itself most to those who are most thoughtful.

Yet, a tender regard for the feelings of those whose is the wound and the sorrow, may be the divine way, that is God's call, for some expression of the common sorrow and appreciation of lives that have shed light on others pathway and made foot-prints on the sands of time.

To those of us who have walked by her side in her laborious task as matron in Guilford College, Miss Benbow's passing from our vision has not only brought regret and sorrow, but has appealed to our constant concern that such a life as she has lived may have its due weight of inspiration in awakening in us all a renewal of our faith in God and in men and women that we may therein perpetuate her life in the years to come.

Twenty one years ago Miss Benbow succeeded her beloved sister, Priscilla B. Hackney, matron of Guilford College. This position gave to her a place to exemplify, to display we may say, her conception of genuine Christian character. This was to be ever causing people to be their best. She had no time nor inclination in word to claim any credit for the activities of a noble womanly life. Her purpose was, in sympathy and courage, to serve other people.

Miss Benbow's twenty-one years of faithful devotion to the duties of her position in Guilford College endeared her forever to the hearts and minds of a whole generation of young people, to whom she was an inspiration to make their lives mean the most possible in righteousness and high aim.

We all knew we had in her a friend who, by her fine sense of the Christian life, was ever leading us in the better way. She was never off her guard for the reason that her life was not broken in two parts, one given to the Christian way, the other to the worldly. There was no thought in her mind of a distinction between the duties required on Sunday and those required on Monday. There was therefore no contradiction in her thought or in her action and no break in the continuity of her power for good in the lives of other people. What you found her to be at one time you found her to be when you met her the next time; and you knew your confidence in her could not be shaken.

The three sisters, whose lives have come to an end not far apart, have all stood for the best there is in Christian faith, in education and in family life. Their parents set the example in the same eternal virtues, and it would be difficult to find more intelligent, upright, and devoted citizens than lived in the Jesse and Anna Clark Benbow home.

It is left for us to profit by all such home life; and to cherish and perpetuate the courage, the faith and the grace which come to us in men and women whose lives are made perfect through suffering, and through patience and love.

Alumni

CLASS OF '89

Robert H. Cronk, B. S. Pickering, Ont.
 Joseph Moore Dixon, B. S. Helena, Mont.
 Edward B. Moore, B. S. Liberty, N. C.
 Robert Cromwell Root, B. S.; A. M., Leland Stanford
 201 Knowles Way, Stockton, Cal.

*Lola Stanley Moore, A. B.

*Lucius A. Ward, B. S.

*Campbell White, B. S.

Florina Worth, B. S.; Mrs. R. B. John Fayetteville, N. C.

CLASS OF '90

John T. Benbow, A. B. Winston-Salem, N. C.
 Augustine W. Blair, B. S.; A. M., Haverford
 202 Lawrence Ave., New Brunswick, N. J.

Jessica Johnson, B. S.; Mrs. Dickson

272 E. Market St., Harrisburg, Virginia.

Genevieve Mendenhall, B. S.; Mrs. A. W. Blair

202 Lawrence Ave., New Brunswick, N. J.

*Susanna Osborne, B. S.

Leonard C. Van Noppen, A. B.; B. Litt., Univ. of N. C.;

A. M. Haverford Cornplanter, Pa.

David White, A. B. Greensboro, N. C.

H. Herman Woody, A. B.; A. B. Earlham Guilford College, N. C.

CLASS OF '91

Alzanon E. Alexander, B. S. High Point, N. C.

Frank B. Benbow, A. B. Winston-Salem, N. C.

S. Addison Hodgkin, B. S.; Ph. B., University of N. C.

1614 Spring Garden St., Greensboro, N. C.

*Arthur Lyon, B. S.

*Mary E. Mendenhall, B. S.; Mrs. J. F. Davis

Joseph H. Peele, B. S. Guilford College, N. C.

*Elisha D. Stanford, B. S.

*Julia S. White, B. S.

Sue J. Farlow, A. B.; Mrs. T. Phillip Raiford Ivor, Va.
 *M. Edna Farlow, B. S.
 Martha J. Henley, B. S. Asheboro, N. C.
 *Mary Massey, B. S.; Mrs. James R. Pearson
 Walter W. Mendenhall, B. S. 18015 Canterbury Rd., Cleveland, O.
 Virginia Ragsdale, B. S.; Ph. D., Bryn Mawr Jamestown, N. C.
 William Jasper Thompson, B. S. Rich Square, N. C.
 Emma L. White, B. S.; LL. B., Columbia Gastonia, N. C.
 Edwin M. Wilson, A. B.; A. M. Haverford Haverford, Pa.
 George W. Wilson, B. S.; LL. B., Columbia Gastonia, N. C.
 Laura D. Worth, B. S. Guilford College, N. C.

Marion T. Chilton, A. B. Walnut Cove, N. C.
Eugene E. Gillespie, A. B.; A. B., Univ. of N. C.
709 Simpson St., Greensboro, N. C.

*Elizabeth Meader White, B. S.
James P. Parker, B. S. Black Mountain, N. C.
Elwood O. Reynolds, B. S. Motor Route A., Marysville, Cal.
Charles F. Tomlinson, B. S., Ph. B., Univ. of N. C.
High Point, N. C.
Cora E. White, B. S. High Point, N. C.
Elbert S. White, B. S. Belvidere, N. C.

Lucile Armfield, B. S.; Mrs. Frank Armfield Concord, N. C.
Wm. J. Armfield, B. S. Asheboro, N. C.
Mary Arnold, A. B.; Mrs. Rome Gilmore Sanford, N. C.
*Ruth Blair, B. S.; Mrs. O. P. Ader
F. Walter Grabs, A. B.; B. D., Moravian Theological Seminary
Bethania, N. C.
Emma Hammond, B. S. Mrs. B. P. Smith Clinton, N. C.
Annie F. Petty, B. S., c/o Library Commission Raleigh, N. C.
Henry A. White, B. S.; B. S., Haverford High Point, N. C.
*Isabella Woodley, A. B.
William T. Woodley, Jr., A. B.
Eugene J. Woodward, B. S. Southern Pines, N. C.
Hiram B. Worth, B. S. Greensboro, N. C.

CLASS OF '95

- G. Raymond Allen, A. B.; A. B. Haverford; LL. B., N. Y. Univ.
Broad Street Sta., Philadelphia, Pa.
- Cecil A. Boren, B. S. Pomona, N. C.
- Dora Bradshaw, B. S.; Mrs. L. D. Clark
1448 Spring Place, Washington, D. C.
- Eunice Darden, B. S.; Mrs. Melvin O. Meader Unionville, Mass.
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404 Queen's Rd., Charlotte, N. C.

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 Josephine Vestal Coble, A. B.; Mrs. E. L. Parker
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 Uniontown, Pa.
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501 N. Graham St., Charlotte, N. C.

Rhesa L. Newlin, B. S.; M. S., Univ. of Chicago

1785 Sandusky St., Delaware, Ohio.

Mary Ina Shamburger, A. B.; M. A., Columbia

1039 Murray Hill Ave., Pittsburg, Pa.

Ethel Speas, A. B. 708 Piedmont Ave., Atlanta, Ga.

Lyndon Stuart, A. B. Box 141, Columbia, N. C.

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163 Frothingham Ave., Jeannette, Pa.

John Benbow Jones, A. B. 214 N. Cherry St., Winston-Salem, N. C.

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John Webb Cannon, A. B.care	Winston-Salem Journal	
	Winston-Salem, N. C.	
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Zelma Leah Farlow, B. S.	Colerain, N. C.	
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	High Point, N. C.	
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Jeremiah Addison Smith, A. B.	931 Asheboro, St.,	
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CLASS OF '26

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Pansy Lillian Donnell, A. B. Climax, N. C.

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 Geneva Douglas Highfill, A. B. Guilford College, N. C.
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 Mary Ruth McCollum, B. S. Madison, N. C.
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 Alice Dorothy Thompson, B. S. Rich Square, N. C.
 Mildred Ernestine Townsend, B. S. and Music;

Mrs. Frank Casey, Ayden, N. C.
 Herbert Holmes Wilhelm, A. B. East Bend, N. C.

HONORARY MEMBERS

L. Lyndon Hobbs, elected 1910 Guilford College, N. C.
 Mary M. Hobbs, elected 1910 Guilford College, N. C.
 *Priscilla B. Hackney, elected 1911
 J. Elwood Cox, elected 1912 High Point, N. C.
 H. Louisa Osborne, elected 1913 Guilford College, N. C.
 J. Franklin Davis, elected 1914 Guilford College, N. C.
 *John Van Lindley, elected 1914
 Raymond Binford, elected 1914 Guilford College, N. C.
 *Eula Dixon, elected 1914
 *Gertrude W. Mendenhall, elected 1915 Greensboro, N. C.
 Mary M. Petty, elected 1915 Greensboro, N. C.
 William A. Blair, elected 1915 Winston-Salem, N. C.
 Robert N. Wilson, elected 1917 Durham, N. C.
 *Jeremiah S. Cox, elected 1923 Greensboro, N. C.
 Elwood C. Perisho, elected 1924 Guilford College, N. C.
 Maud L. Gainey, elected 1925 Guilford College, N. C.
 *Sarah E. Benbow, elected 1925 Guilford College, N. C.

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Jos. D. Cox
R. W. McCulloch
A. Wilson Hobbs
Virginia Helms
George Dees
Katharine C. Ricks
J. Elwood Cox
Elizabeth G. Elliotte
Anna B. Benbow
Clara Davis
Emma Blair
B. N. Duke, 1925
John Anderson, 1925
Eunice D. Meader, 1926

Guilford College Bulletin



PRESIDENT'S REPORT

PUBLISHED BI-MONTHLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

FOREWORD

Since the report for 1925-26 was written the application of Guilford College for membership in the Association of Colleges and Secondary Schools of the Southern States has been approved and the college was admitted to full membership on December 2, 1926. This gives the work of the college national recognition and comes as a fitting climax to the steady progress of the past few years. Some of this progress may be summarized as follows:

1. There has been an increase in the number of students of college rank from 112 in 1919 to 290 in 1926.

2. The preparatory department has been entirely discontinued.

3. The indebtedness of \$70,000.00 in 1919 has been paid.

4. The endowment has been increased from \$181,000.00 in 1919 to \$555,000.00 in 1926.

5. Contributions to the college during the past eight years amount to—

\$183,000.00 for paying indebtedness and for operating expenses.

374,000.00 for endowment.

\$557,000.00 Total. This is more than the entire value of the buildings, grounds, and endowment in 1918.

6. National recognition by election to membership in the Association of Colleges and Secondary Schools of the Southern States.

These achievements we are sure are most gratifying to the friends and supporters of Guilford College. We are, however, not looking backward but forward in the building of this institution which is to embody our idealism for our young people.

We must ask, *What is the next step?* Guilford College does not wish to escape the necessity of using all the funds intrusted to it with great care, but even with the strictest economy we are unable to meet the standards required of the modern college. Our income is not yet sufficient to meet the program we have inaugurated in order to secure membership in the Association of Colleges and Secondary Schools of the Southern States.

We should have an annual operating income of \$100,000.00. Our present income is approximately \$75,000.00. To provide for 300 stu-

dents, 150 women and 150 men, we should complete King Hall and should erect a new building to provide for the social and recreational life of the college and the physical culture of the students. It appears, therefore, that our next step should be to increase our endowment by another \$200,000.00, making \$750,000.00 in all. Then before trying to further increase our endowment we should raise \$90,000.00 to complete King Hall; \$90,000.00 for a recreational and physical culture building; \$20,000.00 for remodeling and repairing our present buildings. We might then turn our attention to the further increasing of our endowment to one million dollars.

The entire amount necessary for completing this program is \$650,000.00, an amount which we hope to add to our assets during the next ten years as a preparation for a real celebration of our One Hundredth Anniversary.

The Annual Report of the President of Guilford College

To the Trustees:

An annual report of the activities of a college everyone realizes is extremely fragmentary and must deal only with a few of the main features of the complex life and busy days of the college year. Those who are following the work of Guilford College will, however, be interested in a brief summary of these various activities. For convenience of presentation we may divide the work of the college into two main divisions: the classroom work organized and conducted by the faculty, and the campus or student activities organized and administered by the students.

During the first half of the school year classes were conducted in 52 different subjects. The faculty met those or sections of them 231 times a week. In the spring term there were classes in 57 different subjects which were met 252 times a week. In addition to meeting the classes, the members of the faculty have met the students individually for special conferences on their work. The actual meeting of students and classes is a small part of the work of a college teacher, for there are papers and dissertations to be corrected and more and more study and research are necessary to keep in touch with the rapid advancement along all lines of human knowledge.

STUDENT ACTIVITIES

There were ten forms of student activities maintained at the college during the past year.

First, we may mention the Christian associations. The Young Men's Christian Association and the Young Women's Christian Association each hold a prayer meeting on Thursday evening of each week and jointly they conduct a Bible School on Sunday morning. It is through these organizations that the spiritual life of the student body is fostered and developed. They arrange for a special series of meetings and religious conferences each year. Tom A. Sykes, of High Point, was secured for this service last March. His messages and conferences touched in a vital way the whole life of the college and brought us into closer spiritual fellowship. The Christian associations also cooperate with the New Garden Monthly Meeting in holding a six weeks school of missions. In addition to

this, they plan the student socials and in many ways encourage a wholesome fellowship in the student life.

The four literary societies are organizations that undertake to reach all the students with exercises in debating, public speaking and the proper conduct of public meetings. Each of the literary societies holds a public oratorical contest and a reception to one of the other societies. Sixty-seven per cent of the students were members of these societies.

The athletic associations, one for men and one for women, direct and control games and physical culture. The women have classes in physical culture and organized groups for walking and track work and teams for playing hockey, basketball, baseball and tennis. This phase of the life for the young women was considerably disorganized during the past year, due to the fact that we had a director for only part of the time.

The young men form teams in football, basketball, baseball, volleyball, track and tennis. The teams in basketball and baseball made a very creditable showing in their intercollegiate contests. In football, track and tennis our victories have not been represented by favorable scores, but rather by clean sportsmanship and honest administration of the spirit of amateur athletics. Guilford College believes more in honesty of athletics than in a series of athletic victories. Our motto is to make athletes, not to buy them.

A fourth form of student activity is represented in the organizations for student government. For several years the young women have maintained a student organization for the purpose of assisting in securing good order on the campus and have thereby assumed responsibilities for self-direction which have been an excellent experience for them. The young men have been less disposed to assume responsibility along this line, but during the last two years they have had a council which has cooperated with the faculty in deliberations concerning the discipline among the young men.

The fifth group of the organizations which reach all the students is the organization of the four classes in attendance at the college. Each of these class organizations has a meeting once a month and contributes much to the spirit and life of the college.

The next five organizations to be mentioned reach only portions of the student body. The student forum, open to all the students, but attended by those interested in discussing topics of general interest to the student body, was organized this year and conducted

four or five discussions on such topics as admission of foreign students to college life, and the advisability of dismissing students who do not attain to a certain scholastic standard.

The Guilfordian Board is chosen by the four literary societies and is organized for the publication of the college weekly newspaper. The maintenance of a weekly paper requires much work on the part of the editorial staff. Their success in producing a paper of merit, reflects much credit on those who have managed it. A recognition of the quality of their work is found in the fact that the College State Press Association met on the Guilford campus this spring.

The students interested in music have maintained a college chorus, a glee club, and a college orchestra. These have given creditable entertainments, the glee club, accompanied by the orchestra, having given several entertainments away from the college.

A ninth organization is the Debating Council which conducted an intercollegiate debate with Lenoir-Rhyne College last spring.

The Dramatic Council chooses and presents two plays during the year, one in the fall and one in the spring. The work of this organization has attracted favorable comment.

All these various activities receive either expert or general council and help from members of the faculty.

This brief summary of the work on our campus will give some idea of the various activities among which the students must make their choices and apportion their time. They are all wholesome interests and to the student who enters into the spirit of the college life there is little time left for annoying performances.

ATTENDANCE The total number of students engaged in these exercises on the campus during the past year was 293. If we include the eleven students who were enrolled in summer school only, the total number of students registered in the college for the entire year was 309.

Enrollment of men	142
Enrollment of women	156
Number of Friends enrolled	130
Number of boarding students	239
Number of day students	59

We observe that the enrollment of Friends is again larger than ever before in the history of the college. There were seven more men than last year and five more women.

We wish to record at this time our appreciation of the long and faithful service of H. Louisa Osborne as Dean of Women. She has been connected with the college since 1892 and has given her life to her work in a most unselfish way. Her sympathetic devotion to the young women of the college and her untiring efforts to protect and guide them into a wholesome way of life have been marked by unusual success. The young men and women who have come under the influence of her spirit and have received the benefit of her keen, pertinent criticisms have gone out into the world and lived lives that are a real tribute to her genius and her personal power. In devotion to her work and in efficiency in carrying out the purposes of the institution, we have not had a more valuable member of the faculty. We regret that failing strength makes it necessary for her to withdraw from the active service as the Dean of Women, but we are happy to be assured that her influence will remain with us. In the love of our students, in the incidents that our graduates like to recall, in the traditions and spirit of the college, Miss Osborne continues to hold a central place. In recognition of her long and efficient service the trustees of the college have granted her an honorarium of \$50.00 a month for the rest of her life.

In considering those who have given generously of time and counsel to the life of the college during the past year we should not fail to mention the efficient work of the Advisory Committee and the Girls' Aid Committee. The former has met with the Board of Trustees at three of its four regular meetings during the year. They also have given much attention to the needs of the college, especially to the convenience and attractiveness of our dormitories. The Girls' Aid Committee makes its own annual report, so that you are informed from time to time of the nature of their service to the college.

THE ENDOWMENT

In modern times the state governments are putting immense sums of money into the institutions of higher learning. This is a great challenge to those who have been supporting denominational schools. Do we as a Christian people believe that the religious element is an essential part of an education? Does not the laxity of moral standards and materialistic trend of our civilization indicate that it is a fallacy to suppose that education and religion can be separated? We who believe that religion and education are inseparable elements in the training of our youth are face to face with a great problem; a problem which demands well

endowed Christian colleges and a great enlargement of our religious educational program. The endowment of our college is, therefore, a vital issue in which we should all take a serious and active interest.

I present the following data in regard to the growth of our endowment:

Endowment 1919.....	\$182,000.
Endowment 1920.....	198,000, an increase of \$ 16,000
Endowment 1921.....	201,000, an increase of 3,000
Endowment 1922.....	205,000, an increase of 4,000
Endowment 1923.....	207,000, an increase of 2,000
Endowment 1924.....	277,000, an increase of 70,000
Endowment 1925.....	368,000, an increase of 91,000
Endowment 1926.....	520,000, an increase of 152,000

Total increase in eight years.....\$338,000

This is a progression that is encouraging. It shows that big things can be done for our college. In this connection I wish to mention the gift of fifty shares in the Duke Power Company of New York City. These shares are valued at sixty to seventy thousand dollars, but are listed in our endowment at their par value, fifty thousand. This was a gift from Benjamin N. Duke in memory of the days he spent in New Garden Boarding School and as a manifestation of his interest and love for our people. Even though our endowment has been so largely increased, an examination of our treasurer's report indicates that our task is not completed. During the past two years it has been necessary for us to secure \$24,876 in donations to meet our operating expenses. We seem yet to lack \$12,000 a year of having enough income to meet our needs. Of course, the recent increase in our endowment will take care of about \$8,000 of this amount. But we are facing a new type of competition.

STANDARDIZATION In the past ten years there has been a strong movement for standardization in American education. This movement affected the medical schools first. Within recent years the number of medical schools in the United States was reduced from 160 to 82. The medical schools which could not meet the standards set by the American Medical Association simply went out of existence or combined with some other school. There was no law requiring them to do this, but students would not attend schools which did not

come up to the standards. This standardizing movement is now beginning to affect the colleges in an extremely vital way. I have had more inquiries concerning our standing during the past year than in all my previous experience in administering the affairs of the college. We must meet the standards of the Southern Association of Colleges and Secondary Schools in order to command the respect of the public. Your children will not attend a college whose standing is not recognized throughout the country.

To comply with these standards adequately we should have for a college of 300 students an income of \$100,000. To secure this the tuition must be increased and the endowment raised to \$750,000. Our plan is to push the endowment up to \$600,000 this fall. We hope then to secure a provisional membership in the Southern Association while we build up our endowment to the desired amount.

In the way of building we must complete King Hall and build a gymnasium to meet our needs for physical culture and recreation.

I am not mentioning impossible nor even discouraging tasks, but we have a great work to do and a hard job ahead of us and it will require our united efforts and our enthusiasm and a common faith and devotion.

In sincere thanks to our Heavenly Father for His many blessings on our work and in recognition of the earnest prayers of our many friends and in appreciation of their sympathetic support of our efforts we submit this thirty-eighth annual report of the college.

Respectfully submitted,

RAYMOND BINFORD, President.

June 15, 1926.

Memorials

It is with sadness that we announce the deaths during the year of these long and faithful friends of the college.

On March 22, 1926, Jeremiah S. Cox, a Trustee of the College for forty-nine years, departed this life. His long service to the Yearly Meeting and to the college deserves special mention. During this long period of nearly fifty years he rarely missed a meeting of the Board. He and his wife, Margaret Cox, made it possible for us to have our great dormitory, Cox Hall. For this and for our endowment they gave \$38,000 in annuities and \$10,000 direct, making a total of \$48,000. His cheerful and encouraging presence and advice have been invaluable to the college. We realize that in his death we and the college have sustained a great loss.

On April 15, 1926, Gertrude Whittier Mendenhall, once a student at the college, then a teacher, and for many years a member of the Advisory Board, passed away. Her long experience in college work here and elsewhere made her pre-eminently fitted for service on the Advisory Board. In addition to her service to the college she has established a valuable scholarship preferably for students who major in mathematics. Her unfailing and generous support of the college in every way has been a great source of strength to all.

Sarah E. Benbow, for twenty-two years matron of the college, departed this life on April 6, 1926. During her long period of service she came in direct contact with all the household of the institution. She was recognized by all as a real friend; her life and work among the students in every day life, in sickness and in health made her seem like a good mother. She was by nature fitted for her place in the college. The good influence of her life and labors will go on forever. Today we join with the hundreds of young men and women in this state in saying we are sorry she is gone. She commended her love for the college and the young people in a gift by bequest of \$1000.

GUILFORD COLLEGE BALANCE SHEET, JUNE 15, 1926

Assets

Current:

Cash on hand and in bank	\$ 2,661.29	
Bills Receivable	209.36	
Accounts Receivable	6,528.51	
Sundry Items	174.70	
Live Stock and Supplies	14,327.50	\$ 23,901.36

Investments:

Endowment	\$520,334.08	
Annuity Funds (Contingent Endowment)	3,000.00	
Annuity Funds (Dormitory)	29,000.00	552,334.08

Fixed:

Land, Buildings and Equipment	340,000.00	
		\$916,235.44

Liabilities

Current:

Accounts Payable	\$ 625.94	
Deposits and Fund Accounts	6,957.58	\$ 7,583.52

Deferred:

Annuity Bonds	48,200.00	
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Stock:

Plant—Real Estate and Buildings	334,000.00	
Endowment	520,334.08	854,334.08

Surplus	6,117.84	
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\$916,235.44

GUILFORD COLLEGE INCOME AND EXPENSE FOR YEAR ENDING JUNE 15, 1926

Students:	<i>Income</i>	
Laboratory—Biology	\$	541.00
Chemistry		1,323.65
Expression		52.00
Home Economics		842.00
Physics		220.00
Music		2,097.50
Registration Fees		5,539.60
Tuition		19,845.98
Cottages—Rent		1,994.00
Endowment		23,223.74
Sundry Donations		16,797.99
Boarding Department		637.93
Book Store		152.04
		<hr/>
		\$73,267.43

	<i>Expenses</i>	
Administration	\$11,499.42	
Instruction	35,665.51	
Music	222.20	
Paid Various Funds from Endowment Income:		
Scholarships	\$1,414.19	
Instruction	746.57	
Girls' Aid	456.51	
Cox Hall	491.67	
Miscellaneous	505.62	
	<hr/>	\$ 3,614.56

Maintenance:		
Annuities	\$	1,100.00
Campus		1,231.72
Cottages		2,509.67
Educational Buildings		2,753.15
Library		1,395.00
Insurance		763.89
Interest		261.28
Other Expense		773.64
Salary		750.67

Laboratory—Biology	235.09
Chemistry	1,034.50
Home Economics.....	187.05
Physics	236.20
Promotion:	
Scholarships	670.45
Student Campaign (Printing, Advertising, Soliciting)	1,957.63
Sundry	715.27
Visitors	320.30
	<hr/>
	\$67,897.20
Balance on Dormitories	\$ 4,965.88
Old Accounts Closed	404.35
	<hr/>
	\$73,267.43

Respectfully submitted,

MAUD L. GAINEX, Treasurer.

June 15, 1926.



GUILFORD COLLEGE
STUDENTS'
DIRECTORY



Session 1926-1927

WHITE REALTY COMPANY REALTORS

DAVID WHITE, President
DAVID J. WHITE, Sec.-Treas.

Real Estate—Real Estate Loans

Call on Us for Advice or Assistance
in Making Purchases

502-503 American Exchange
Bank Building

Telephone 1022

GREENSBORO, N. C.

GUILFORD COLLEGE
STUDENTS'
DIRECTORY



TWENTY-THIRD EDITION
1926-1927

Presented by the
Y. M. C. A. and Y. W. C. A.
of
GUILFORD COLLEGE, N. C.

IDENTIFICATION

Name -----

Class -----

Home Address -----

**The best way to brighten your life is
to brighten some one else's**

CALENDAR

NINETIETH ACADEMIC YEAR

1926

September 10th_Registration of Freshmen
September 14th,-----Registration of
 Sophomores, Juniors, Seniors
September 15th -----Class Work Begins
October 9th--Examinations for Removing
 Conditions
November 16th -----First Quarter Ends
November 25th-----Thanksgiving Recess
December 4th Zatasian Oratorical Contest
December 21st, 11:30 a.m.----Christmas
 Recess Begins

1927

January 4th, 1:15 p.m.-----Recitations
 Resumed
January 24th to 29th----Mid-year Exams
January 31st-----Second Term Begins
March 5th_Websterian Oratorical Contest
March 12th--Examinations for Removing
 Conditions
April 2nd-----Third Quarter Ends
April 9th--Philomathean Oratorical Cont.
April 14th, 11:30 a.m., to April 20th, 1:15
 p.m. -----Easter Recess
May 21st--Henry Clay Oratorical Contest
May 30th to June 4th_Final Examinations
June 5th -----Baccalaureate Service
Sermon Before the Christian Associations
June 6th -----Senior Class Day
Annual Meeting of the Alumni Association
June 7th -----Commencement Day
 Conferring of Degrees
 Commencement Address

GREETINGS

The Young Men's and the Young Women's Christian Associations extend to each new student a most heartfelt welcome to Guilford College. We are glad to have you with us to share in the richness and fullness of our ideals, to find new opportunities, both pleasing and profitable, and to give to the college your sincere love and loyalty. Let your motto be, "Start right, keep right."

The Associations need you and we feel that we can help you. Will you join us in making our work in the classroom and in other college activities the very best possible? If you need help and advice, let us know; we have your interest at heart and will be glad to help you whenever and however we can.

Again we greet you most heartily, new students, and hope that we can help you from the very beginning to make your college home all that you have dreamed it would be—happy and lovely.

SUGGESTIONS

Every new student should be at the College by noon Friday, September 10th. Beginning with the afternoon of September 10th and continuing until the morning of September 15th, special conferences and exercises will be conducted for the Freshmen by the members of the faculty.

When you get off the train at Guilford College station, you will find cars ready to transfer you to the College. Give the driver your trunk check, pay him 25 cents for your trunk and 25 cents for yourself, and tell him to which dormitory you wish to go. As soon as possible after you arrive at the College you should go to the

President's office in Memorial Hall and register. You will there be instructed concerning the other things you should do. Representatives of the Y. M. and Y. W. C. A. will be glad to render any assistance to the new students and you should feel free to make your wants known to them.

Y. M. C. A. CABINET OFFICERS

President	Raymond Thomas
Vice-President	Ira G. Newlin
Secretary	Gurney Collins
Treasurer	Raymond Ebert
Marshal	Orlin C. Newlin

Chairmen of Committees

Bible Study	Worth Mackie
Mission Study	Charles Coble
Social	Thomas Hadley
Music	Paul Reynolds
Membership	Waldo Williams
Finance	Raymond Ebert
New Student	Howard Trivette

Y. W. C. A. CABINET

President	Maie Hallady
Vice-President	Ruth Malpass
Secretary	Alma Hassell
Treasurer	Ailene Beeson

Chairmen of Committees

Music	Esther Reese
Religious Meetings	Alice Hogard
Bible Study	Elizabeth Levering
Social Service	Espie Neese
Social Chairman	Berta Hallady
Publicity	Nancy White
World Fellowship	Ruby Hall
Undergraduate Representative	Francis Osborne

The honor of your presence is requested
at the RECEPTION given
by the
CHRISTIAN ASSOCIATIONS
of the College to the
NEW STUDENTS

Saturday evening, September eighteenth
nineteen hundred and twenty-six
seven-thirty to ten-thirty o'clock

LOCAL Y. M. AND Y. W. C. A.

The Young Men's Christian Association of Guilford College was organized in 1889 as an outgrowth of a young men's prayer meeting, and since that time has been the prime factor in moulding the spiritual life of the young men. The organization is a part of the great student department of the Young Men's Christian Association and is in harmony with the various other organizations of a similar nature.

The Young Women's Christian Association of Guilford College was organized in 1904, being an outgrowth of the Woman's Christian Temperance Union. Since that time it has been a positive force in the development of the Christian womanhood of Guilford College. It, too, is a part of the great Y. W. C. A., and works in harmony with other such student associations throughout the state and nation.

We, the Guilford College "Y's", affirming the Christian faith in God the Father, in Jesus Christ, His only Son, and in the Holy Spirit, the revealer of truth and source of power for life and service, according to the teaching of the Holy Scriptures and virtues of the church, declare our purpose to be:

1. To lead students to faith in God through Jesus Christ.

2. To lead them into membership and service in the Christian church.

3. To promote growth in Christian character, especially through Bible study.

4. To influence them to devote themselves to bringing the Kingdom of God on earth.

Membership

Any student of the institution may be a member of the Association, provided he is

in sympathy with the purpose. The membership fee of the Y. W. C. A. is \$2.00, payable at the beginning of the fall term; that of the Y. M. C. A., \$2.00 per year.

Meetings

The young men hold their meetings in the room fitted up for its purpose in the Y. M. C. A. Hall.

The young women hold their meetings in Memorial Hall. The regular weekly meetings are held on Thursday evening immediately after supper.

Besides these regular meetings the Associations arrange for a special series of evangelistic meetings conducted by some efficient minister or worker; also a series of life-work addresses, given some time during the year. Great good has been accomplished by special efforts to win students for Christ.

Receptions

The two Associations unite in giving a reception to the new students the first Saturday night after the opening of the college. At this time the new students are expected to meet the faculty, students and other persons connected with the college. Following this reception are other social gatherings arranged at appropriate times, to which all students are cordially invited. And here it might be added that the pleasure each one should derive from these social functions depends not so much upon the committee which has it in charge as upon the efforts of each individual to perform his part. Attend these socials with the idea of entertaining and you will be entertained.

Bible Study

Recognizing that a college education which does not include a knowledge of the Bible is incomplete, and also that spiritual growth and influence is determined by the same, the Associations have prepared courses for daily systematic Bible study. The regular Sunday School hour has also been taken for the meeting of the Bible classes. Every enrolled student is placed in a Bible class and expected to attend regularly. The classes are usually conducted by student leaders, and hence an opportunity for free and unhampered discussion is extended.

Mission Study

The two Associations co-operate with the local Christian Endeavor and church in conducting a six weeks School of Missions which meets on Sunday evening during February and March. About 200 students and citizens of the community enroll in these mission classes and enjoy a most interesting study of the various mission fields and other problems of spreading the Kingdom of God throughout the world. The classes are free and it is hoped that every student will enter some one of them with the idea of getting in touch with the great missionary efforts.

Summer Conferences

One of the most pleasant and profitable events of the college calendar is the ten days summer conferences. The young men and young women hold their conferences at different times, but both are held at the Association grounds near Black Mountain, in the very heart of the Blue

Ridge Mountains. At these conferences young men and young women from the entire south meet and have the Associations' problems discussed. Such men as Robert E. Speer, Sherwood Eddy and John R. Mott are speakers on these occasions. Every student should plan to attend one of these conferences some time during his college course.

Pointers of the Association

I. They Stand—

For clean Christian manhood and womanhood in the college; aggressive Christian work for and by students, and clean development, physical and social.

II. They Are—

1. The largest student organizations in the world.

2. Organizations heartily supported by the faculty.

3. A part of the lives of thousands of leading college students.

4. The religious dynamic of college life.

5. Helped or hindered by YOUR relation to them.

III. They Offer You—

1. Attractive and inspiring religious meetings.

2. Choice fellowship.

3. Social life.

4. Courses in Bible and Mission Study.

5. Trips to conferences and conventions.

6. This handbook of information.

Why You Should Join the "Y"

Because—

1. The Association is a Christian, a religious organization, and as such should

have the support of every Christian student.

2. In uniting thus with a band of others, working to one end, you come into close relationship with all that is best in college life.

3. It tends to broaden and strengthen your spiritual life and gives you splendid training in Christian work.

4. The Association, to be successful, needs you with all your enthusiasm and earnestness.

5. You need us, too.

BE, DO AND DON'T

Be—

A consistent Christian.
Friendly and courteous.
A gentleman or lady.
Cheerful.
Unselfish.
Generous.
Sympathetic.
Persistent.
Prompt.
Helpful.
Honest.
Active.
On time.

Do—

“Make good” the first year.
Cultivate a pleasant disposition.
Love and appreciate your associates.
Choose your friends with care. The friends made in college will be your friends through life.
Work during study hours.
Bring money to buy books.
Attend church regularly.
Attend regularly and punctually all meetings.

Work hard, persevere and things will right themselves in time.

Learn to obey rules.

Neither borrow nor lend.

Join one of the Literary Societies.

Pay your fees.

Watch the bulletin board.

Take exercise regularly.

Join a Bible class.

Join the Christian Association and lead a life of daily prayer and Bible study, remembering that no character is complete unless it is modeled after that of Jesus Christ.

Don't—

Wait for introductions.

Disregard rules and regulations.

Cut classes.

Be fresh.

Choose companions too soon.

Smoke cigarettes or use tobacco.

Be a coward; stick to what you think to be right.

Be discouraged the first few days or weeks. These are the hardest of all in the whole year.

Walk on grass; try to keep your campus beautiful.

Drive tacks in the wall.

Talk, study or write during chapel exercises. Learn to respect place and speaker.

Take books from library without permission.

YOUNG WOMEN'S STUDENT GOVERNMENT ASSOCIATION

President	-----	Louise White
Vice-President	-----	Julia Wolff
Secretary	-----	Ruth Lane
Treasurer	-----	Esther Reece

Class Representatives

New Garden—Lola Beeson '27, Evelyn Braxton '28, Mary Neal '29.

Founders—Lola Beeson '27, Doris Joyner '28, Bernice Henley '29.

House Presidents

New Garden -----Ailene Beeson
Founders -----Ruth Sampson

The young women of the college are organized into a Student Government Association which has charge of the discipline.

The ruling body of the Association is the Student Government Board which works in co-operation with the Dean of women. This board consists of the officers of the Association and two representatives from each class, who are chosen by the members of their classes, one from Founders and one from New Garden Hall.

The Association was organized in the fall of 1916 and since that time has been growing in power and enthusiasm. The aim which it has is to teach the young women to live honorably and unselfishly in a community and to share in the government. It wants to teach them to become self-reliant and independent, which is only a part of the broader education for which we come to college. It is also a duty we owe to our college, our fellow students and ourselves. It is with this spirit that we ask our new students to join us in helping to make our already growing Association into a strong and indispensable organization.

YOUNG MEN'S STUDENT COUNCIL

President -----Henry Tew
Secretary -----Morris Trotter

Senior Representative-----Elton Warrick
Senior Representative ----Jackson Harrell
Junior Representative ----Theodore Doub
Junior Representative --Sidney Winslow
Sophomore Representative_Elwood Parker
Sophomore Representative Waldo Williams

The Men's Student Council is composed of nine members, two elected from each class and a chairman who is elected from the men's student body at large. The organization does not partake of the nature of student government but rather of student co-operation in the discussion of matters concerning the welfare of the men of the college. It is an instrument through which an ascertainment of public opinion may be arrived at. Twenty carefully considered articles unanimously adopted by men of the student body make up the constitution of the organization. The Freshman class elects one representative to the Council during the first months of the school year, a second representative is elected December 15 and the Freshman class is fully represented throughout the remainder of the year.

THE LIBRARY

The library building is open from 8 a.m. to 5 p.m., with an hour for lunch. In it are the best daily papers, periodicals and books. Splendid opportunity is here offered for research work in any line. The arrangement of the books is simple, so that the students have no difficulty in finding the books desired. The librarian will be glad to assist those desiring help in finding material.

LITERARY SOCIETIES

Guilford can claim four good literary societies: The Websterian and Henry Clay

for young men, and the Philomathean and Zatasian for young women. The object of these societies is to promote general literary culture, to train their members in oratory and the art of debate, and to give them a general idea of parliamentary rules. Each society gives both an oratory medal and an improvement prize annually.

Too much cannot be said concerning the work of these societies. They serve as a training ground, and each student should identify himself with one of them. However much emphasis must be laid on the importance of making a careful and deliberate choice. Before deciding which society shall be yours, carefully consider the following points:

1. The standing, objects and general policy of the organization.

2. Expenses, dues, etc.

3. The character of its membership. Study the type of men or women in each society, then make your choice, for your fellow-workers in society will be your strongest and closest friends throughout your college life. In no case should you make a hasty decision for your closest associates are at stake.

New girls will be divided equally between the two girl's societies. If a girl's mother or sister has belonged to either society, she may become a member of that society on request.

New students, let us again urge you to join one of these societies, for it is here that some of the best training the college affords is acquired.

THE COLLEGE PAPER

The Guilfordian is published weekly during the school year by the four literary societies. It is designed especially for the

benefit of the students, yet affords an excellent means of keeping the alumni in touch with the activities and progress of the college. Its purpose is to set forth the student life in all its various phases, and each department is represented.

EDITORIAL STAFF

Byron Haworth	Editor-in-Chief
Joseph Cox	Managing Editor
Frances Osborne	Associate Editor
Ira G. Newlin	Associate Editor
Miss N. Eva Lashley	Alumni Editor
George P. Wilson	Faculty Advisor

Reporters

Ruth Malpass	Charles Weir
Marie Barnes	William Tomlinson
Alma Hassel	Reginald Marshall
Alice Hazard	Edwin Rozell
Virginia Pamperin	Paul Reynolds
Sudie Cox	Jack Matlock

Business Staff

Carey Reece	Business Manager
Scott Parker	Asst. Business Manager
Thelma King	Circulation Manager

THE GLEE CLUB AND ORCHESTRA

The Glee Club, which has been doing splendid work for the past three years, has in its personnel twenty-two young men who prepare a musical program and make a tour of several cities in the state. Associated with the Glee Club is an Orchestra of ten-parts which has won much commendation. These organizations contribute a great deal to the success of various public functions at the College in addition to their special concert work.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board of nine members, representing equally the Young Women's Christian Association, the Young Men's Athletic Association and the faculty Literary Club. The Council was organized in 1921 to take charge of the presentation of the two plays which are given annually by the student organizations represented. The ideal of the organization is the presentation of clean, wholesome plays. Through its efforts a property room has been secured in Memorial Hall in which is stored all the permanent equipment which has been acquired.

THE DEBATING COUNCIL

The Debating Council is composed of six students, three from each of the literary societies for men, and one member of the faculty. The purpose is the promotion of the annual intercollegiate debates and the fostering of an interest in forensics.

THE COLLEGE CHORUS

The College Chorus is a mixed choir. The music studied is from the best composers. Each Monday evening at 6:45 the Chorus meets at Memorial Hall for music study. Twice a year an entire musical program is rendered. Director, Mr. White.

ATHLETICS

YOUNG MEN'S ATHLETIC ASSOCIATION

The Young Men's Athletic Association is composed of all the young men in college. Realizing that athletics is absolutely

necessary for the students, this organization is maintained for the promotion of the same. All members are entitled to the use of the grounds and other association property as well as admittance to all athletic contests. Every one is expected to take exercise and help in the promotion of pure and sane athletics at Guilford.

Officers of the Young Men's Athletic Association

Henry Tew	-----	President
Morris Trotter	-----	Vice-President
Elwood Parker	-----	Secretary
Robert Griffin	-----	Football Manager
Howard Trivette	-----	Baseball Manager
Carey Reece	-----	Basketball Manager
Elwood Parker	-----	Tennis Manager
Henry Tew	-----	Track Manager

Football

Football is at Guilford, as in most other colleges, one of the major sports. Last year was by no means an unsuccessful year. This year, with a good schedule already complete, promises to surpass even last year in importance and success.

Baseball

Baseball at Guilford, as in most southern schools, is very popular. Guilford has had marked success in this sport for a number of years, having several state championships to her credit.

Basketball

Basketball at Guilford, is one of the main sports, and Guilford has a splendid record. During the past year we won many victories and this year promises to surpass even last year in importance and success.

Tennis

This is a popular game and the number of inter-collegiate contests have been more numerous for the past year or two than ever before. All who wish to play may do so. We meet such colleges as N. C. State, Trinity, U. N. C., Wake Forest and Elon.

Track

Track has recently become a major sport at Guilford and is one of the leading sports of college athletics.

WOMEN'S ATHLETIC ASSOCIATION

The gymnasium and the athletic field offer opportunity for getting recreation, forming friendships, and getting off the 100 hours of exercise which is required. Baseball, basketball, volleyball and tennis are the main sports played. Hockey was successfully introduced during the past year. There is inter-class competition. Awards are given according to the point system and points made in any sport count for award.

For 500 points a numeral is given.

For 1,000 points a letter is given.

For 2,000 points a star is given.

For 3,000 points a sweater is given.

Officers of Women's Athletic Association

President	-----Anna May Newlin
Vice-President	-----Laura Ballinger
Secretary	-----Nancy White
Basketball Mgr.	-----Lena Marshburn
Baseball Mgr.	-----Julia Wolff
Hockey Mgr.	-----Esther Reece
Health Mgr.	-----Espie Neece
Hiking Mgr.	-----Mary Chappell
Track Mgr.	-----Ethel Chadwick
Tennis Mgr.	-----Ruth Malpass

COLLEGE SONGS

Hail! dear old Guilford!
Thy loyal sons are we,
And we will ever be
Faithful to thee;
Through every charming clime,
Through all the future time
Our hearts will ever be
Loyal to thee.

Though years may come and go,
Yet still our memory clings
To those dear college days
Of long ago.
None can compare with thee,
And we will ever be,
Until our dying day,
Loyal to thee.

In the North State, at its center,
Stands a college old and fine;
We all love it, 'tis our Guilford,
'Round it ivy doth entwine.

Chorus

Dear old Guilford, dear old Guilford,
How we love thee more each year;
When we're gone from thee forever,
Still thy name we will revere.

At the first poor timid freshmen,
How we longed at ease to be;
How we trembled, how we toiled,
O'er Physics and Geometry.

But we wiser grew as Soph'mores,
Said such digging did not pay;
And the way we bluffed our teachers,
No one ever knew but they.

Onward we advanced as Juniors.

Cast aside our childish ways;
Found that honest toil and pleasure
Best could fill our college days.

Then, with Senior years advancing,
Alma Mater opens the door
To larger tasks and broader visions,
Which the future has in store.

Then let all who love our college,
Love her, heart and soul and mind;
Seniors, Juniors, Sophomores, Freshmen,
Sing with voices here combined.

Guilford, forever thy name we sing,
Pride of our fathers, victory we bring to
thee our Alma Mater.
Guilford, forever thy name we sing.

Three cheers for college and college days.
Rah! rah! rah!
GUILFORD,
Guilford for me,
GUILFORD,
Guilford for thee.

ATHLETIC SONG

On men of Guilford
Win the game today
Fight for your colors, the crimson and the
gray
Fight, fight, fight,
Fight for your college
Win the game for old G. C.,
O'er the foe let the Quakers go
To Vic-to-ry.

Hit the line for Guilford
For Guilford wins today
We'll show the son's of-----
That the Crimson still holds sway.
Sweep down the field again
Victory, or die,
And we'll give the grand old cheer, boys,
As the Guilford team goes by.

COLLEGE YELLS

Icky-Icky-I-y
Micky-micky-mi-my!
Hory, gory, allegory—Guilford—

Polly-go-wax-go-wax-go-wax,
Polly-go-wax-go-wax-go-wee.
Rah! rah! rah! Quack, quack, quack!
Who are we for? Guilford!

Rah! Rah!
Crimson and Gray.
GUILFORD!

Boom la yo!
Boom la yo!
Guilford, Guilford,
Ho! ho! ho!

Rah! Rah! Quaker!
G. C. Taker.
Quaker; Taker.
Quaker; Taker.
Whorah; Whoo-rah!
Quaker; Taker.
Thee, Thou, Rah!

Os-che-wow-wow,
Scitie-wow-wow, wow-wow.
G. C. Rah! Rah! G. C. Rah! Rah!

Whoorah! Whoorah!
 Guilford! Rah! Rah!
 G-U-I-L-F-O-R-D
 Guilford! Guilford! Guilford!

COLORS

College -----	Crimson and Gray
Class of '25 -----	Green and Gold
Class of '26 -----	Orange and Black
Class of '27 -----	Blue and White
Class of '28 -----	
Henry Clay Society----	Purple and White
Philomathean Society --	Brown and White
Websterian Society --	Silver and Sky Blue
Zatasian Society ----	Turquoise and Gold

SCHEDULE OF LARGE BELL

Rising Bell -----	6:30 a. m.
Breakfast Bell -----	7:00 a. m.
Chapel Bell -----	8:55 a. m.
First Assembly Bell -----	8:00 a. m.
First Lunch Bell -----	12:05 p. m.
Second Lunch Bell -----	12:15 p. m.
Assembly Bell -----	1:15 p. m.
First Dinner Bell -----	5:30 p. m.
Second Dinner Bell -----	6:00 p. m.
Study Bell -----	7:00 p. m.

DIRECTORY

President's Office, No. 1, Memorial Hall.
 Treasurer's Office, No. 2, Memorial Hall.

Registrar's Office, No. 4, Memorial Hall.

Office of Dean of Men, first floor to right, middle section, Cox Hall.

Matron's Room, first door to right, main entrance, Founders Hall.

Dining Rom, first floor of Founders Hall.

Book Store and Post Office, No. 4, Memorial Hall.

Museum, back part of Memorial Hall.

Auditorium, second floor, Memorial Hall.

Y. M. C. A. Room, right hand entrance,
Y. M. C. A. Hall.

Websterian and Henry Clay Literary Society Halls, left hand entrance of Y. M. C. A. Hall.

Philomathean and Zetasian Society Halls, end of hall leading west, first floor, Founders Hall.

POINTERS

The postoffice is the second door to the left on entering Memorial Hall.

Each student will be assigned a particular box in the post office; letters may be mailed any time during the day.

All laundry must be plainly marked. Clothes are collected on Monday morning.

Agents for city laundries will call at your room for laundry.

Mail comes twice a day except Sunday.

The Library is open for all students. Read the regulations in the Library.

The Guilford Battleground is four miles from the college.

The street car line to Greensboro runs within two and one-half miles of the college.

Guilford College Station is one mile from the college.

Automobiles meet trains.

GUILFORD COLLEGE SCORES

[illegible]

Memorandum

Pomona Terra-otta Company

POMONA, N. C.

Manufacturers of

**Sewer and Drain Pipes, Hollow
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**STRUCTURAL STEEL FOR
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ing Cards, Programs,
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A STATEMENT OF THE CONDITION OF THE COMMERCIAL NATIONAL BANK

HIGH POINT, N. C.

At the Close of Business June 30, 1926

RESOURCES

Loans and Discounts-----	\$7,645,131.80
Customers' Liability Account	
of Acceptances -----	285,000.00
Overdrafts -----	2,328.37
U. S. Bonds to Secure	
Circulation -----	500,000.00
Liberty Loan Bonds-----	208,600.00
North Carolina Bonds-----	300,000.00
Guilford County Bonds-----	92,000.00
Stock in Federal Reserve	
Bank -----	30,000.00
Other Stocks and Bonds-----	13,475.00
Banking House, Furniture	
and Fixtures -----	635,388.87
Cash in vaults and due from	
banks -----	1,706,417.39
TOTAL -----	\$11,418,341.43

LIABILITIES

Capital Stock -----	\$ 500,000.00
Surplus and Undivided Profits	808,177.82
Circulation -----	500,000.00
Bills Payable and Re-	
Discounts -----	1,263,336.59
Acceptances Executed for	
Customers -----	285,000.00
Bonds Borrowed -----	200,00.00
Deposits -----	7,861,827.02
TOTAL -----	\$11,418,341.43

J. ELWOOD COX-----	President
C. M. HAUSER-----	Vice-President
V. A. J. IDOL-----	V-Pres. & Trust Officer
C. H. MARRINER-----	Cashier
E. B. STEED-----	Assistant Cashier
W. T. SAUNDERS-----	Assistant Cashier
J. W. HIATT-----	Assistant Cashier

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A. Earl Weatherly

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Enlarging

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Corner N. Elm and W. Gaston
Streets

Telephones 326 and 327

Greensboro, N. C.





